



Magnolia Public Schools

Regular Stakeholder Engagement Committee Meeting

Date and Time

Tuesday May 7, 2019 at 6:00 PM PDT

Location

Teleconference Dial:1.512.489.1300 Code: 1948435

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

By dialing into; 1.844.572.5683 Code: 1948435

- 4701 Patrick Henry Dr. Bldg #25, Santa Clara, CA 95054 (Dr. Umit Yapanel)
- 9715 Lockford Street, Los Angeles, CA 90035 (Mr. Haim Beliak)
- Magnolia Science Academy 2, 17125 Victory Blvd., Van Nuys, CA 91406 (Ms. Sandra Covarrubias)

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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.

Committee Members:

- Ms. Sandra Covarrubias, Chair
- Dr. Umit Yapanel
- Ms. Diane Gonzalez
- Mr. Haim Beliak (Alternate)

CEO & Superintendent:

Mr. Alfredo Rubalcava

Agenda

	Purpose	Presenter	Time
I. Opening Items			06:00 PM
A. Call the Meeting to Order			
B. Record Attendance and Guests			
C. Public Comments			2 m

- D. Approval of Agenda Vote 1 m
- E. Approve Minutes from the Stakeholder Engagement Committee Meeting on November 14, 2018 Approve Minutes 1 m

Approve minutes for Stakeholder Engagement Committee Meeting on March 19, 2019

II. Recommended Action Items **06:04 PM**

- A. MPS School Site Classified Employees Pay Raise Schedule for 2019-20 Vote Suat Acar 20 m

III. Discussion Items **06:24 PM**

- A. 2019-20 Employee Handbook Discuss Suat Acar 10 m
- B. Human Capital Management System (HCMS) RFP Update Discuss Suat Acar 10 m
- C. 2018-19 MPS Stakeholder Survey Reflections and Public Feedback to Inform LCAP Discuss David Yilmaz 10 m

IV. Closing Items **06:54 PM**

- A. Adjourn Meeting FYI

Cover Sheet

Approve Minutes from the Stakeholder Engagement Committee Meeting on November 14, 2018

Section: I. Opening Items
Item: E. Approve Minutes from the Stakeholder Engagement Committee Meeting on November 14, 2018
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Stakeholder Engagement Committee Meeting on March 19, 2019



Magnolia Public Schools

Minutes

Stakeholder Engagement Committee Meeting

Date and Time

Tuesday March 19, 2019 at 6:00 PM

Location

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

Committee members who joined remotely joined from the following locations:

- 4701 Patrick Henry Dr. Bldg #25, Santa Clara, CA 95054 (Dr. Umit Yapanel)

Committee Members:

Ms. Sandra Covarrubias, Chair

Dr. Umit Yapanel

Ms. Diane Gonzalez

Mr. Haim Beliak (Alternate)

CEO & Superintendent:

Mr. Alfredo Rubalcava

Committee Members Present

D. Gonzalez, S. Covarrubias, U. Yapanel (remote)

Committee Members Absent

None

I. Opening Items

A. Call the Meeting to Order

U. Yapanel called a meeting of the Stakeholder Engagement committee of Magnolia Public Schools to order on Tuesday Mar 19, 2019 @ 6:16 PM at MPS Home Office: 250 E. 1st Street, Suite 1500, Los Angeles, CA 90012.

B. Record Attendance and Guests

Please refer to attendance information above.

C. Pledge of Allegiance

T. Velazquez, Communications and Charter Renewal Manager led the Pledge of Allegiance.

D. Public Comments

Two letters were read on behalf of MSA-1 teachers and staff regarding the Pay Scale item on the agenda. No other comments were made.

E. Approval of Agenda

D. Gonzalez made a motion to approve the agenda as presented.

S. Covarrubias seconded the motion.

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

Roll Call

D. Gonzalez Aye

U. Yapanel Aye

S. Covarrubias Aye

F. Approve Minutes from the Stakeholder Engagement Committee Meeting on November 14, 2018

D. Gonzalez made a motion to approve minutes from the Stakeholder Engagement Committee Meeting on 11-14-18.

U. Yapanel seconded the motion.

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

Roll Call

S. Covarrubias Aye

U. Yapanel Aye

D. Gonzalez Aye

II. Recommended Action Items

A. Employee Pay Raise Scale for Full-Time Teaching Positions & Non-Classroom-Based Academic Positions

A. Rubalcava, MPS CEO & Superintendent, gave a brief overview of the pay raise scale and the reasoning behind the increase. Principals from MSA's also gave the committee members an idea of the process that takes place during the creation of the budget and how this pay scale was addressed in the budget. They also addressed the staff turnover as a result of not having competitive pay scales and that this would help keep MPS teachers. All principals echoed the same sentiments and how the approval of this pay scale would make the teachers feel more valued and that the recommended pay scale was a move in the right direction. D. Yilmaz, MPS Chief Accountability Officer, mentioned that the revisions that were approved last year were greatly appreciated. He also explained that all principals had budget discussions with the MPS finance department and were given a band giving them the flexibility in the amount of the pay raise at their specific school site.

U. Yapanel, MPS Committee Member, had a question regarding the effect on the budget and how this will be reflected and also requested a more detailed budget to be attached to the item. D. Gonzalez, MPS Committee Member, mentioned that she would like to see a line by line item to see if schools have the ability to do the pay raise based off of the budget for each school site.

U. Yapanel made a motion to table Item II A and II B until the Board Meeting on Thursday, March 21st, once additional information has been provided.

D. Gonzalez seconded the motion.

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

Roll Call

D. Gonzalez Aye
U. Yapanel Aye
S. Covarrubias Abstain

B. MPS Employee Pay Raise Scale for School Leader Positions

This item was discussed along with II A.

U. Yapanel made a motion to table Item II A and II B until the Board Meeting on Thursday, March 21st, once additional information has been provided.

D. Gonzalez seconded the motion.

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

Roll Call

D. Gonzalez Aye
U. Yapanel Aye
S. Covarrubias Abstain

C. Approval of Revisions to the Tuition Reimbursement Policy

D. Yilmaz, MPS Chief Accountability Officer, explained the change being made to the Tuition Reimbursement Policy specifically the removal of the language regarding advanced payment before course completion. He also explained that although this hasn't been an issue it could potentially be an issue in the case that the staff member does not complete the course or receives a grade lower than what is required for reimbursement. D. Yilmaz mentioned that the policy does have a form that needs to be signed in order to be approved to begin the program. This form is signed by the staff member and their supervisor.

U. Yapanel, MPS Committee Member, agreed that these changes are necessary to prevent any potential issues with the policy. Both S. Covarrubias and D. Gonzalez, MPS Committee Members, asked for clarity on the possibility of a teacher leaving after being a part of the Tuition Reimbursement program and not paying the money back.

D. Gonzalez, MPS Committee Member, also suggested that there needs to be a signed employment contract with a two-year requirement to stay with Magnolia Public Schools after the completion of any program. U. Yapanel asked how other Charter Management Organization's (CMO) implement this program and suggested that there might need to be some legal review of this program and policy.

U. Yapanel made a motion to table this item until the Board Meeting on Thursday, March 21st with the modified agreement to include the 2-year requirement to stay with Magnolia Public Schools and removal of advanced pay.

D. Gonzalez seconded the motion.

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

Roll Call

U. Yapanel Aye
D. Gonzalez Aye
S. Covarrubias Aye

III. Discussion Items

A. 2018-19 MPS Stakeholder Survey Results & Reflections

D. Yilmaz, MPS Chief Accountability Officer, gave the committee members an overview of the requirements for the surveys and the categories that are included in the stakeholder surveys. He also shared some highlights by summarizing the "What do you like best" and "What do you like least" responses. D. Yilmaz also explained how the survey results are used in the creation of the LCAP for school sites.

The committee members requested a written report for the board meeting. S. Covarrubias, MPS Committee Member, requested for there to be a focus on the schools that have low scores and their action plan in addressing the concerns from all stakeholders.

All questions were addressed.

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:17 PM.

Respectfully Submitted,
U. Yapanel

Cover Sheet

MPS School Site Classified Employees Pay Raise Schedule for 2019-20

Section: II. Recommended Action Items
Item: A. MPS School Site Classified Employees Pay Raise Schedule for 2019-20
Purpose: Vote
Submitted by:
Related Material:
II A - MPS School Site Classified Employees Pay Raise Schedule for 2019-20.pdf



Board Agenda Item #	II A – Recommended Action Items
Date:	05.07.2019
To:	Stakeholders Committee of Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Suat Acar, COO
RE:	MPS School Site Classified Employees’ Pay Raise Schedule for 2019-20

Proposed Board Motion

I move that the board approves the Pay Raise Schedule of the hourly/annual gross rates of the MPS Classified employees as presented below.

Introduction

The Home Office plans to make the following increases to our classified employees (whose payroll codes are 2400 & 2900) based on performance ratings each employee gets after being evaluated by their direct supervisors (principals, deans, related home office staff). Each staff member will get the following performance evaluation ratings from their supervisors with respect to the MPS Generic Evaluation Form in Appendix 1:

- **Ineffective:** Employee does not meet expectations. Assigned a **1 out of 4** based on his/her overall evaluation. Employee will not be offered a renewal agreement for 2019-20.
- **Developing:** Employee has room for improvement. Assigned a **2 out of 4** based on his/her overall evaluation. Employee gets the **2.5% default raise** to the existing hourly or annual rate.
- **Effective:** Employee meets expectations. Assigned a **3 out of 4** overall based on his/her overall evaluation. Employee gets a 2.5% default increase plus 1.5% performance increase= **4% raise** to the existing hourly or annual gross rate.
- **Highly effective:** Employee exceeds expectations. Assigned a **4 out of 4** based on his/her overall evaluation. Employee gets a 2.5% default increase plus 3.5% performance increase= **6% raise** to the existing hourly or annual gross rate.

Below chart is the summary of the proposed raise schedule.

Evaluation	Ineffective	Developing	Effective	Highly effective
Proposed	Non-renewal	2.5% raise	4% raise	6% raise

Background

Our nation experienced several school staff strikes throughout the 2018-19 school year. As a result of these strikes, the local school districts accepted significant levels of increases to the salaries, rates of their employees. MPS Board of Directors made a significant salary increase to

the teaching, non-classroom based staff and school administrators during the March 2019 board Meeting. The Home Office also wants to acknowledge the hard working classified staff with the salary/rate increases they deserve.

Analysis (If applicable)

The Consumer Price Index in the Appendix 2 (Department of Labor, Bureau of labor Statistics) reveals the average inflation rate for February 2019 (the price change in selected regions compared to 1 year prior to February 2019) in Los Angeles, Long Beach and Anaheim CA. MPS Home Office wants to make sure we make the bottom-line salary increases not less than the inflation rate as well as to honor the employees who meet and exceed the professional expectations set forth by their supervisors.

The additional 1.5% to effective staff members and 3.5% to highly effective staff members are proposed by home office to have a parallel way of appreciation to the board approved performance pays of teaching, non-classroom based staff & school leaders.

Below there are two charts. First one showing all the job titles, how many staff members exist, their part time or full time counts, average hourly rates MPS offered for 2018-19 school year and proposed increases based on the raise schedule in this document. The second one shows the estimated budget effects per site.

Some key notes from the charts:

- Per chart 1
 - currently there are 119 classified employees working in 10 MPS school sites.
 - 39 of them are part time and 80 of them are full time employees.
 - There are 33 different job titles/positions MPS used.
 - Average classified employee salary is \$20.22 per hour as of this fiscal year.
- Chart 2 shows the overall budget effect for the entire Magnolia Schools site by site.
 - *For the purpose of this analysis, all the classified employees are considered as highly effective staff members who will get 6% raise & as full time employees who will receive all the health and retirement benefits.*
 - By this way we aim to show the possible maximum budget effect over the 2019-20 budgets.
 - Per the chart 2 the overall effect of the proposed increases is (max) **\$361,136.61** across MPS.

MPS FY 2019-20 CLASSIFIED EMPLOYEES' PAY RAISE SCHEDULE ANALYSIS								
CHART 1								
		39	80	119	\$20.22	PROPOSED INCREASES		
	Classified Job Title	PT	FT	# of Emp.	Avg hourly rate	2.5% Inc.	4% Inc.	6% Inc.
1	Administrative Assistant	1	9	10	\$21.31	\$21.84	\$22.16	\$22.59
2	After School - Event Coordinator	4	1	5	\$18.60	\$19.07	\$19.34	\$19.72
3	After School Supervisor	1	1	2	\$16.00	\$16.40	\$16.64	\$16.96
4	Behavior Intervention Specialist	0	1	1	\$19.13	\$19.61	\$19.90	\$20.28
5	Campus Aide	1	1	2	\$16.38	\$16.79	\$17.04	\$17.36
6	Campus Supervisor	1	1	2	\$18.50	\$18.96	\$19.24	\$19.61
7	Custodian	1	6	7	\$16.52	\$16.93	\$17.18	\$17.51
8	Custodian - Office Clerk	0	1	1	\$16.65	\$17.07	\$17.32	\$17.65
9	Custodian-landscaper-handyman	0	1	1	\$19.51	\$20.00	\$20.29	\$20.68
10	Ela - Ss- Intervention	1	0	1	\$16.00	\$16.40	\$16.64	\$16.96
11	Eld - English Title 1	0	1	1	\$20.00	\$20.50	\$20.80	\$21.20
12	It Assistant	0	1	1	\$28.75	\$29.47	\$29.90	\$30.47
13	It Manager	0	4	4	\$34.97	\$35.84	\$36.37	\$37.07
14	It Personnel	0	1	1	\$28.28	\$28.99	\$29.41	\$29.98
15	Janitor	0	1	1	\$17.32	\$17.75	\$18.01	\$18.36
16	Janitor At After School	1	0	1	\$16.00	\$16.40	\$16.64	\$16.96
17	Librarian	0	1	1	\$22.00	\$22.55	\$22.88	\$23.32

18	Nurse Aide/Attendance Clerk	0	1	1	\$16.32	\$16.73	\$16.97	\$17.30
19	Office Assistant	0	1	1	\$24.87	\$25.49	\$25.86	\$26.36
20	Office Clerk	2	6	8	\$18.45	\$18.91	\$19.19	\$19.56
21	Office Manager	0	9	9	\$22.27	\$22.83	\$23.16	\$23.61
22	PACE Coordinator	0	1	1	\$25.49	\$26.12	\$26.51	\$27.02
23	Parent Engagement Aide	0	1	1	\$24.00	\$24.60	\$24.96	\$25.44
24	Psychologist	2	1	3	\$41.88	\$42.93	\$43.56	\$44.39
25	Security Officer And Ases	0	1	1	\$23.44	\$24.03	\$24.38	\$24.85
26	Sped Aide	11	16	27	\$18.07	\$18.52	\$18.79	\$19.15
27	Sped Assistant	0	3	3	\$19.97	\$20.47	\$20.77	\$21.17
28	Sped Paraprofessional	2	3	5	\$20.70	\$21.22	\$21.53	\$21.94
29	Substitute	0	1	1	\$18.75	\$19.22	\$19.50	\$19.88
30	Teacher Aide	8	2	10	\$16.55	\$16.96	\$17.21	\$17.54
31	Teacher Assistant	2	2	4	\$17.62	\$18.06	\$18.32	\$18.68
32	Test Coordinator/Computer Lab	1	0	1	\$20.00	\$20.50	\$20.80	\$21.20
33	Title 1	0	1	1	\$26.00	\$26.65	\$27.04	\$27.56

Assumptions:** 2080 annual hours, all employees considered full time, 30% health and retirement added

CHART 2	
SCHOOL	BUDGET EFFECT
MSA 1	\$60,499.62
MSA 2	\$30,445.39
MSA 3	\$32,023.81
MSA 4	\$23,745.80
MSA 5	\$29,318.78
MSA 6	\$11,386.00
MSA 7	\$45,107.59
MSA 8	\$36,279.86
MSA SA	\$65,396.54
MSA SD	\$26,933.22
TOTAL	\$361,136.61

Budget Implications

- Amounts/ Funding Source:
 1. The salaries are budgeted under Payroll expenses.
 2. Funding Sources may be LCFF or restricted funds such as special education federal or state funds.
 3. All of the MPS school budgets (except MSA 3) are prepared considering the possible maximum 6% increase across all classified employees. Therefore, schools are ready for these increases.
 - a. MSA 3 considered 4% increase for all of its employees and will act respectively. The chart-2 dollar amount for MSA 3 is calculated with respect to 4% increases.
- CFO Review: Approved

Exhibits (attachments):

- Appendix 1: Generic MPS Staff Evaluation Form
- Appendix 2: The Consumer Price Index in the Appendix 2 (Department of Labor, Bureau of labor Statistics) reveals the average inflation rate for February 2019 (the price change in selected regions compared to 1 year prior to February 2019) in Los Angeles, Long Beach and Anaheim CA

MPS GENERIC EMPLOYEE EVALUATION SUMMARY PAGE

Employee Information:

Name: _____ School: _____
 Present School Assignment: _____ Years at School: _____

Ratings of Employee Performance on the MPS Core Value Areas		
1: Below Standard, 2: Approaches Standard, 3: Meets Standard, 4: Exceeds Standard		
Area	Rating: (1-4)	
EXCELLENCE	1. Effectiveness	
	2. Efficiency	
	3. Ethics & Professionalism	
	4. Professional Growth	
INNOVATION	5. Information Literacy & Technology Skills	
	6. Critical Thinking & Problem Solving	
	7. Initiative & Creativity	
CONNECTION	8. Communication	
	9. Collaboration & Collegiality	
	10. Community & External Context	
(A) Total:		

Student, Parent, and Staff Voices		
(Score: 1-5 each)		
Voices	Score: (1-5)	
Student Voices		
Parent Voices		
Staff Voices		
(B) Total:		

Student Performance		
Student performance score as explained in the evaluation protocol (Out of 20 points)		
(C) Total:		

Employee's Overall Performance (Out of 100%)	
$(65/40) \times A + B + C =$	

Employee's Overall Evaluation Rating (1-4)		
<input type="checkbox"/>	Highly Effective (HE)	85% - 100%
<input type="checkbox"/>	Effective (E)	65% - 84%
<input type="checkbox"/>	Developing (D)	50% - 64%
<input type="checkbox"/>	Ineffective (I)	Less than 50%

Employee's Signature: _____ Evaluator's Signature: _____
 Date: _____ Date: _____

Note: Employee's signature on this form represents neither acceptance nor approval of the evaluation. It does, however, indicate that the employee has reviewed the evaluation with the evaluator and may reply in writing. The signature of the evaluator verifies that the evaluation has been reviewed and the proper process has been followed according to the MPS Generic Employee Evaluation Protocol.

NEWS RELEASE

BUREAU OF LABOR STATISTICS

U. S. D E P A R T M E N T O F L A B O R



For Release: Tuesday, March 12, 2019

19-364-SAN

WESTERN INFORMATION OFFICE: San Francisco, Calif.

Technical information: (415) 625-2270 BLSinfoSF@bls.gov www.bls.gov/regions/west

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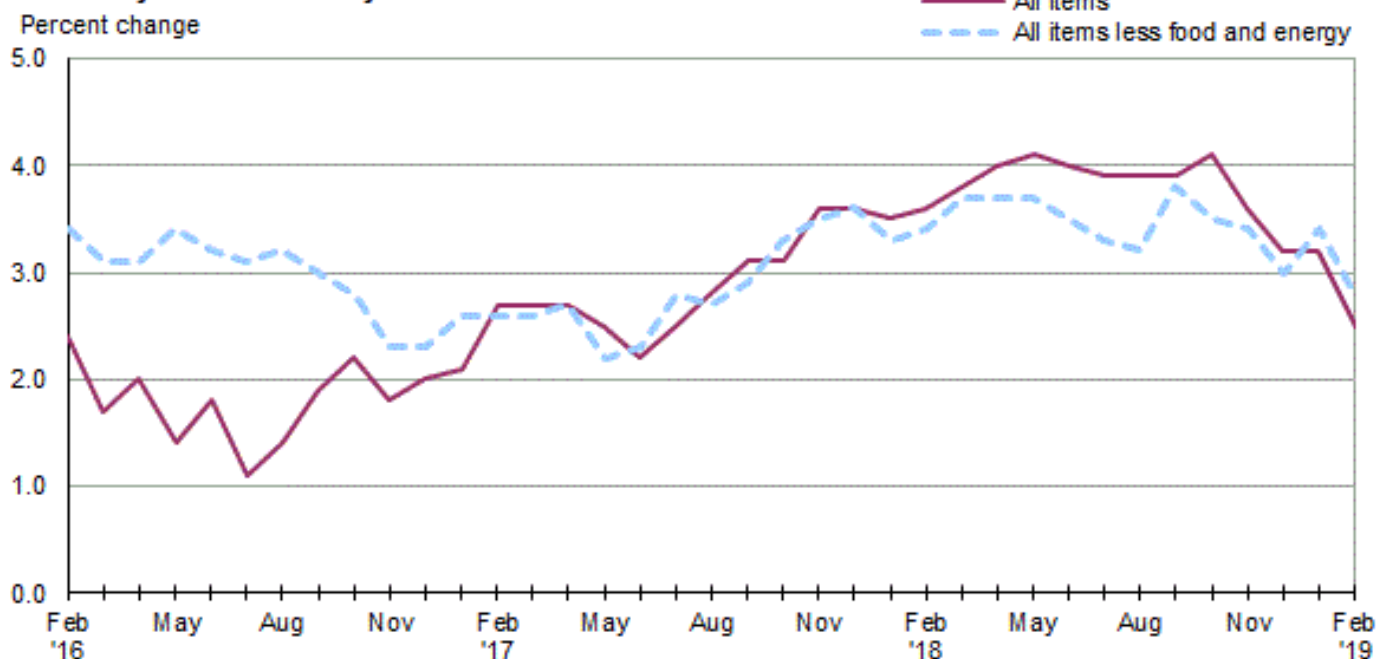
Consumer Price Index, Los Angeles area – February 2019

Area prices were up 0.1 percent over the past month, up 2.5 percent from a year ago

Prices in the Los Angeles area, as measured by the Consumer Price Index for All Urban Consumers (CPI-U), edged up 0.1 percent in February, the U.S. Bureau of Labor Statistics reported today. (See table A.) Assistant Commissioner for Regional Operations Richard Holden noted that the February increase was influenced by higher prices for shelter and gasoline. (Data in this report are not seasonally adjusted. Accordingly, month-to-month changes may reflect seasonal influences.)

Over the last 12 months, the CPI-U increased 2.5 percent. (See [chart 1](#) and [table A](#).) Energy prices declined 0.4 percent, largely the result of a decrease in the price of gasoline. The index for all items less food and energy advanced 2.8 percent over the year. (See [table 1](#).)

Chart 1. Over-the-year percent change in CPI-U, Los Angeles-Long Beach-Anaheim, CA, February 2016–February 2019



Source: U.S. Bureau of Labor Statistics.

Food

Food prices were unchanged for the month of February. (See [table 1](#).) Prices for both food at home and food away from home were unchanged for the same period.

Over the year, food prices advanced 2.3 percent. Prices for food away from home advanced 4.5 percent since a year ago, while prices for food at home were virtually unchanged.

Energy

The energy index crept up 0.1 percent over the month. The increase was mainly due to higher prices for gasoline (1.1 percent). Prices for electricity were unchanged, while prices for natural gas service declined 5.8 percent for the same period.

Energy prices declined 0.4 percent over the year, largely due to lower prices for gasoline (-2.5 percent). Prices paid for natural gas service rose 9.7 percent, and prices for electricity advanced 1.1 percent during the past year.

All items less food and energy

The index for all items less food and energy edged up 0.1 percent in February. Higher prices for other goods and services (0.6 percent) and shelter (0.3 percent) were partially offset by lower prices for recreation (-1.7 percent) and apparel (-1.5 percent).

Over the year, the index for all items less food and energy advanced 2.8 percent. Components contributing to the increase included shelter (5.1 percent) and education and communication (1.6 percent). Partly offsetting the increases were price declines in apparel (-3.8 percent) and recreation (-2.0 percent).

Table A. Los Angeles-Long Beach-Anaheim, CA, CPI-U 1-month and 12-month percent changes, all items index, not seasonally adjusted

Month	2015		2016		2017		2018		2019	
	1-month	12-month	1-month	12-month	1-month	12-month	1-month	12-month	1-month	12-month
January.....	-0.3	-0.1	0.7	3.1	0.9	2.1	0.8	3.5	0.7	3.2
February.....	0.7	0.1	0.0	2.4	0.6	2.7	0.7	3.6	0.1	2.5
March.....	1.0	0.5	0.3	1.7	0.3	2.7	0.4	3.8		
April.....	-0.1	0.5	0.2	2.0	0.2	2.7	0.4	4.0		
May.....	1.0	1.1	0.5	1.4	0.3	2.5	0.4	4.1		
June.....	-0.3	0.8	0.1	1.8	-0.2	2.2	-0.2	4.0		
July.....	0.7	1.4	0.0	1.1	0.3	2.5	0.2	3.9		
August.....	-0.3	1.1	0.0	1.4	0.3	2.8	0.2	3.9		
September.....	-0.4	0.7	0.2	1.9	0.4	3.1	0.5	3.9		
October.....	0.2	1.0	0.4	2.2	0.4	3.1	0.5	4.1		
November.....	0.0	1.6	-0.4	1.8	0.1	3.6	-0.3	3.6		
December.....	-0.1	2.0	0.0	2.0	0.0	3.6	-0.3	3.2		

The March 2019 Consumer Price Index for the Los Angeles-Long Beach-Anaheim area is scheduled to be released on April 10, 2019.

Consumer Price Index Geographic Revision for 2018

In January 2018, BLS introduced a new geographic area sample for the Consumer Price Index (CPI). As part of the new sample, Los Angeles and Riverside have separate indexes. Additional information on the geographic revision is available at: www.bls.gov/cpi/additional-resources/geographic-revision-2018.htm.

Technical Note

The Consumer Price Index (CPI) is a measure of the average change in prices over time in a fixed market basket of goods and services. The Bureau of Labor Statistics publishes CPIs for two population groups: (1) a CPI for All Urban Consumers (CPI-U) which covers approximately 93 percent of the total population and (2) a CPI for Urban Wage Earners and Clerical Workers (CPI-W) which covers 29 percent of the total population. The CPI-U includes, in addition to wage earners and clerical workers, groups such as professional, managerial, and technical workers, the self-employed, short-term workers, the unemployed, and retirees and others not in the labor force.

The CPI is based on prices of food, clothing, shelter, and fuels, transportation fares, charges for doctors' and dentists' services, drugs, and the other goods and services that people buy for day-to-day living. Each month, prices are collected in 75 urban areas across the country from about 5,000 housing units and approximately 22,000 retail establishments--department stores, supermarkets, hospitals, filling stations, and other types of stores and service establishments. All taxes directly associated with the purchase and use of items are included in the index.

The index measures price changes from a designated reference date (1982-84) that equals 100.0. An increase of 16.5 percent, for example, is shown as 116.5. This change can also be expressed in dollars as follows: the price of a base period "market basket" of goods and services in the CPI has risen from \$10 in 1982-84 to \$11.65. For further details see the CPI home page on the Internet at www.bls.gov/cpi and the BLS Handbook of Methods, Chapter 17, The Consumer Price Index, available on the Internet at www.bls.gov/opub/hom/homch17_a.htm.

In calculating the index, price changes for the various items in each location are averaged together with weights that represent their importance in the spending of the appropriate population group. Local data are then combined to obtain a U.S. city average. Because the sample size of a local area is smaller, the local area index is subject to substantially more sampling and other measurement error than the national index. In addition, local indexes are not adjusted for seasonal influences. As a result, local area indexes show greater volatility than the national index, although their long-term trends are quite similar. **NOTE: Area indexes do not measure differences in the level of prices between cities; they only measure the average change in prices for each area since the base period.**

The Los Angeles-Long Beach-Anaheim metropolitan area covered in this release is comprised of Los Angeles and Orange Counties in the State of California.

Information in this release will be made available to sensory impaired individuals upon request. Voice phone: (202) 691-5200; Federal Relay Service: (800) 877-8339.

Table 1. Consumer Price Index for All Urban Consumers (CPI-U): Indexes and percent changes for selected periods Los Angeles-Long Beach-Anaheim (1982-84=100 unless otherwise noted)

Item and Group	Indexes			Percent change from-		
	Dec. 2018	Jan. 2019	Feb. 2019	Feb. 2018	Dec. 2018	Jan. 2019
Expenditure category						
All items	267.631	269.468	269.608	2.5	0.7	0.1
All items (1967=100)	790.700	796.129	796.542	-	-	-
Food and beverages	261.875	263.128	263.133	2.2	0.5	0.0
Food	262.476	263.610	263.672	2.3	0.5	0.0
Food at home	254.461	253.860	253.890	0.1	-0.2	0.0
Cereals and bakery products	267.239	266.787	265.333	2.7	-0.7	-0.5
Meats, poultry, fish, and eggs	280.729	273.811	276.038	1.2	-1.7	0.8
Dairy and related products	242.143	241.170	246.272	2.3	1.7	2.1
Fruits and vegetables	336.731	339.832	333.006	-4.0	-1.1	-2.0
Nonalcoholic beverages and beverage materials(1)	260.932	265.622	270.972	5.6	3.8	2.0
Other food at home	197.268	197.640	195.949	-2.9	-0.7	-0.9
Food away from home	267.322	270.248	270.343	4.5	1.1	0.0
Food away from home	267.322	270.248	270.343	4.5	1.1	0.0
Alcoholic beverages	237.875	240.653	239.892	1.6	0.8	-0.3
Housing	306.739	309.193	309.497	4.6	0.9	0.1
Shelter	353.056	355.952	356.982	5.1	1.1	0.3
Rent of primary residence(2)	374.865	375.935	377.425	5.5	0.7	0.4
Owners' equiv. rent of residences(2)(3)	367.831	369.294	371.743	5.2	1.1	0.7
Owners' equiv. rent of primary residence(1)(2)	367.809	369.273	371.721	5.2	1.1	0.7
Fuels and utilities	329.083	328.241	325.201	2.8	-1.2	-0.9
Household energy	284.067	282.486	278.269	3.3	-2.0	-1.5
Energy services(2)	282.974	281.164	276.771	3.3	-2.2	-1.6
Electricity(2)	319.592	317.874	317.998	1.1	-0.5	0.0
Utility (piped) gas service(2)	245.309	243.082	229.026	9.7	-6.6	-5.8
Household furnishings and operations	118.987	120.705	119.497	1.5	0.4	-1.0
Apparel	103.518	108.962	107.306	-3.8	3.7	-1.5
Transportation	209.970	209.141	210.461	-0.1	0.2	0.6
Private transportation	208.021	206.710	207.378	0.3	-0.3	0.3
New and used motor vehicles(4)	91.518	92.091	91.772	-1.0	0.3	-0.3
New vehicles(1)	170.223	171.896	170.073	-0.1	-0.1	-1.1
Used cars and trucks(1)	266.041	267.062	267.527	0.5	0.6	0.2
Motor fuel	264.008	253.550	256.316	-2.5	-2.9	1.1
Gasoline (all types)	257.773	247.517	250.262	-2.5	-2.9	1.1
Gasoline, unleaded regular(4)	258.279	247.851	250.628	-2.6	-3.0	1.1
Gasoline, unleaded midgrade(4)(5)	248.378	238.913	241.180	-2.2	-2.9	0.9
Gasoline, unleaded premium(4)	245.834	236.805	239.351	-2.4	-2.6	1.1
Motor vehicle insurance(1)	774.857	774.857	774.857	3.6	0.0	0.0
Medical care	474.709	481.041	482.174	1.5	1.6	0.2
Recreation(6)	107.717	107.787	105.914	-2.0	-1.7	-1.7
Education and communication(6)	146.245	146.179	146.560	1.6	0.2	0.3
Tuition, other school fees, and child care(1)	1,893.973	1,893.973	1,893.391	6.6	0.0	0.0
Other goods and services	429.497	432.648	435.395	2.1	1.4	0.6
Commodity and service group						
All items	267.631	269.468	269.608	2.5	0.7	0.1
Commodities	180.223	181.312	180.663	0.0	0.2	-0.4
Commodities less food & beverages	137.783	138.740	137.885	-1.6	0.1	-0.6
Nondurables less food & beverages	185.434	186.137	184.882	-2.3	-0.3	-0.7
Durables	91.550	92.675	92.194	-0.5	0.7	-0.5

Note: See footnotes at end of table.

Table 1. Consumer Price Index for All Urban Consumers (CPI-U): Indexes and percent changes for selected periods Los Angeles-Long Beach-Anaheim (1982-84=100 unless otherwise noted) - Continued

Item and Group	Indexes			Percent change from-		
	Dec. 2018	Jan. 2019	Feb. 2019	Feb. 2018	Dec. 2018	Jan. 2019
Services.....	345.417	347.919	348.755	3.7	1.0	0.2
Special aggregate indexes						
All items less medical care.....	258.561	260.220	260.322	2.6	0.7	0.0
All items less shelter.....	230.095	231.460	231.196	0.8	0.5	-0.1
Commodities less food.....	142.134	143.151	142.287	-1.5	0.1	-0.6
Nondurables.....	224.768	225.740	225.033	0.1	0.1	-0.3
Nondurables less food.....	190.821	191.646	190.401	-2.0	-0.2	-0.6
Services less rent of shelter(3).....	343.732	345.710	346.278	1.7	0.7	0.2
Services less medical care services.....	333.981	336.054	336.890	3.9	0.9	0.2
Energy.....	272.892	265.455	265.805	-0.4	-2.6	0.1
All items less energy.....	269.401	271.869	271.996	2.7	1.0	0.0
All items less food and energy.....	270.898	273.579	273.716	2.8	1.0	0.1

Footnotes

(1) Indexes on a December 1977=100 base.

(2) This index series was calculated using a Laspeyres estimator. All other item stratum index series were calculated using a geometric means estimator.

(3) Indexes on a December 1982=100 base.

(4) Special index based on a substantially smaller sample.

(5) Indexes on a December 1993=100 base.

(6) Indexes on a December 1997=100 base.

- Data not available

NOTE: Index applies to a month as a whole, not to any specific date.

Cover Sheet

2019-20 Employee Handbook

Section: III. Discussion Items
Item: A. 2019-20 Employee Handbook
Purpose: Discuss
Submitted by:
Related Material: III A - 2019-20 MPS Employee Handbook .pdf



Board Agenda Item #	III A – Discussion Item
Date:	05.07.2019
To:	Magnolia Board of Directors Stakeholders Committee
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Derya Hajmeirza, Director of HR & Suat Acar, COO
RE:	2019-20 MPS Employee Handbook

Proposed Board Motion

The is a discussion item for the Stakeholder’s Committee. We sent the first draft (see appendix 1) of 2019-20 Employee Handbook to legal on April 26th, 2019. Home Office plans to use the June 2019 MPS Regular Board Meeting to have the final version with both external and internal legal reviews and approvals.

Introduction

The home office revises the employee handbook every year with respect to the changing laws, regulations and emerging needs.

Background

We made extensive changes to the visuals by switching to 1-pager format, adding more charts, more descriptions, and more eligibility explanations to benefits and accruals. We planned to get the first draft to the attention of our Board’s Stakeholder’s Committee in order for the committee members to have more time to digest the changes and provide us their valuable feedback.

Analysis (If applicable)

Below are all the changes that have been made to the 2018-19 handbook.

1. The existing 2018-19 Employee page format was designed to have 2 columns per each sheet (Please see appendix 2: MPS 2018-19 Employee Handbook). After checking other organizations’ handbooks, we decided to remove 2 column style and switch to 1-column, 1-pager format. Please open Appendix 1 and Appendix 2 to see and compare.
 - a. This improved the visual formatting and readability of the handbook.
 - b. A side effect of this change is the difficulty in following up the track changes between 2018-19 & proposed 2019-20 Employee Handbooks. We eliminated this by generating a “Employee Handbook Changes“ worksheet to show all the changes line-by-line (Please see Appendix 3)
2. All of the changes are listed in the Appendix 3. As of today, there are 43 changes (or change types: Please see lines 40 to 43 in Appendix 3; we made generic changes to the entire handbook regarding the wording we used) that we propose in the 2019-20 employee handbook

- a. Upon legal reviews or board suggestions, the number of changes may increase or decrease.

Budget Implications

- Amounts/ Funding Source: The proposed MPS Employee Handbook does not include any changes or revisions which will affect schools' budgets. Schools will not need to consider new expense items on top of the existing ones.
- CFO Review: Pending

Exhibits (attachments):

Appendix 1: 2019-20 MPS EMPLOYEE HANDBOOK (FIRST DRAFT) 04.24.2019

Appendix 2: 2018-19 MPS Employee Handbook

Appendix 3: Proposed Employee Handbook Changes

Magnolia Public Schools

Employee Handbook 2019-2020

Magnolia Public Schools
250 East 1st Street
STE. 1500
Los Angeles, CA 90012
213-628-3666

www.magnoliapublicschools.org

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE PRINCIPAL.

EMPLOYEE NAME: _____

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook. I also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from the School.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's policies and benefits and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the CEO, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the CEO has the authority to make any such agreement and then only in writing.

Employee's Signature: _____ Date: _____

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Please sign/date and upload to Human Capital Management System.

Magnolia Public Schools

The Vision

Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

The Mission

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

Core Values

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

- *Excellence*
- *Innovation*
- *Connection*

Locations

<i>Magnolia Science Academy-1</i>	<i>18238 Sherman Way, Reseda, CA 91335</i>	<i>(818) 609-0507</i>
<i>Magnolia Science Academy-2</i>	<i>17125 Victory Blvd., Van Nuys, CA 91406</i>	<i>(818) 758-0300</i>
<i>Magnolia Science Academy-3</i>	<i>1254 East Helmick St., Carson, CA 90746</i>	<i>(310) 637-3806</i>
<i>Magnolia Science Academy-4</i>	<i>11330 W Graham Place, Los Angeles, CA 90064</i>	<i>(310) 473-2464</i>
<i>Magnolia Science Academy-5</i>	<i>18230 Kittridge St., Reseda, CA 91335</i>	<i>(818) 705-5676</i>
<i>Magnolia Science Academy-6</i>	<i>3754 Dunn Dr., Los Angeles, CA 90034</i>	<i>(310) 842-8555</i>
<i>Magnolia Science Academy-7</i>	<i>18355 Roscoe Blvd., Northridge, CA 91325</i>	<i>(818) 221-5328</i>
<i>Magnolia Science Academy-8 (Bell)</i>	<i>6411 Orchard Ave, Bell, CA 90201</i>	<i>(323) 826-3925</i>
<i>Magnolia Science Academy-San Diego</i>	<i>6525 Estrella Ave., San Diego, CA 92120</i>	<i>(619) 644-1300</i>
<i>Magnolia Science Academy-Santa Ana</i>	<i>2840 W 1st St., Santa Ana, CA 92703</i>	<i>(714) 479-0115</i>

INTRODUCTION

This Handbook summarizes the Magnolia Public Schools' (hereinafter referred to as "MPS" or "School") personnel policies applicable to all employees. Please review these policies carefully. If you have any questions about the policies outlined in this Handbook, or if you have any other personnel related questions, whether related to policies specifically addressed in this Handbook, please consult **MPS Home Office ("MERF") Human Resources**.

This Handbook is intended only as a guide to the School's personnel policies, outlining and highlighting those policies and practices. It is not, therefore, intended to create any expectations of continued employment, or an employment contract, express or implied. This Handbook supersedes any previously issued handbooks, policies, benefit statements and/or memoranda, whether written or verbal, including those that are inconsistent with the policies described herein.

With the exception of the at-will employment status of its employees, the School reserves the right to alter, modify, amend, delete and/or supplement any employment policy or practice (including, but not limited to, areas involving hiring policies and procedures, general workplace policies, hours of work, overtime and attendance, standards of conduct, employee benefits, employment evaluation and separation) with or without notice to you. Only **the Chief Executive Officer ("CEO") of MPS**, with the express written approval of the Board of Directors, may alter the at-will employment status of any of its employees.

Once you have reviewed this Handbook, please e-sign the employee acknowledgement form **in the Human Resource Management System Employee Self Service Portal**. This signed acknowledgement demonstrates to the School that you have read, understand and agree to comply with the policies outlined in the Handbook.

CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Policy

MPS is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race;
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), or the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job, or if unknown, what job duties the disability impairs. MPS will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. MPS will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

At-Will Employment

Except if stated expressly otherwise by employment contract, it is the policy of the School that all employees are considered “at-will” employees of the School. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require the School to have “cause” to terminate an employee or otherwise restrict the School’s right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School’s right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School’s policy regarding “at-will” employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian 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 to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, a School counselor, coworker or other person shall not be a substitute for making a mandated report to Child Protective Services.

MPS will provide annual training on the mandated reporting requirements, via electronic tools, websites or any other online/onsite tools provided by MERF, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training. Employees must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of the employee’s employment start date.

By acknowledging receipt of this Handbook, employee acknowledges he/she is a child care custodian and is certifying that he/she has knowledge of California Penal Code section 11166 and will comply with its provisions.

Criminal Background Checks

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with the School, be convicted of a controlled substance or sex offense, or serious or violent felony, the employee must immediately report such a conviction to the Principal.

Tuberculosis Testing

All employees of the School must submit written proof from a physician of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days prior to the date of hire. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

The employee will not be required to submit a new TB exam if the employee can produce a current certificate showing they were found free of infectious tuberculosis within sixty (60) days of initial hire, or a California school previously employing the employee verifies it has a current certificate on file showing that the employee is free from infectious tuberculosis. The examination for applicants for employment is a condition of initial employment. Therefore, the expense incident thereto shall be borne by the applicant. The cost of the examination required of existing employees shall be a reimbursable expense. Employees should follow the MPS Purchase Policies & Procedures Manual while making their reimbursement requests. You may ask your supervisor for a copy of the MPS Purchase Policies & Procedures Manual.

The County Health Department may provide skin testing to employees at regular intervals at no cost to the employee. The availability of this testing may be announced by the School. Failure to maintain current TB test results may result in disciplinary action, up to and including release from at-will employment.

Immigration Compliance

MPS will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, MPS will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant.

If you have any questions or need more information on immigration compliance issues, please contact the Principal.

Professional Boundaries: 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 reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. 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. 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.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

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.

Relationships between Employees

While the School's policies do not permit discrimination based on an individual's marital status, the individual's relations to another School employee or his or her lawful off duty conduct, some situations can create conflicts of interest requiring the School to take the employee's relationship with another employee into account.

An employee should not be in a supervisory role with another employee who is a relative (i.e., sibling, parent, spouse, domestic partner, etc.). Supervisors should avoid situations that result in actual or perceived conflicts of interest with supervised employees and situations of favoritism.

A supervisor should avoid forming special social relationships or dating employees under his or her direct supervision, or with other employees that would create actual or perceived conflicts of interest and situations of favoritism. If such relationship arises, both employees should notify the School so that appropriate measures can be taken to prevent conflicts of interest or favoritism.

The School reserves the right to take appropriate action if employee relationships interfere with the safety, morale or security of the School, or if the relationships create an actual or perceived conflict of interest or favoritism.

Certification and Licensure of Instructional Staff

All teachers are required to hold a current California Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. MPS complies with all requirements of the authorizers regarding the certification and licensure of instructional staff. Paraprofessional staff may also be required to provide documentation proving that they meet the requirements for paraprofessional staff. It is the responsibility and a condition of continued employment of all instructional staff, including teachers and paraprofessionals to provide, maintain and keep current such certificates, permits or other documentation to **his or her direct supervisor** no later than the close of business prior to the first day the employee reports for duty. If an instructional staff employee believes that he or she is assigned to teach in a subject in which he or she does not have subject matter competence, the employee should immediately report the same to **his or her direct supervisor**. Staff who are required to meet these state and federal certification, expertise, and related requirements must timely maintain such qualifications as a condition of employment at the

School. Failure to maintain the appropriate credential/ certification required of the position may result in disciplinary action, up to and including release from at-will employment.

Policy Prohibiting Unlawful Harassment, Discrimination and Retaliation

MPS is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. MPS's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race; color; gender (including gender identity, gender expression, and gender identity, whether or not the employee is transitioning or has transitioned); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

MPS does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Principal or designee.

When MPS receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the CEO) or the MERF Human Resources or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. MPS is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

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
- Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

MPS is committed to providing 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. All new employees are assigned sexual harassment training prior to the start of the school year. All current employees receive sexual harassment training every school year.

Sexual harassment consists 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 to 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, discrimination, and retaliation 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 address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is 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. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. 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. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal and/or MERF Human Resources. See **Appendix A** for the "Harassment / Discrimination / Retaliation Complaint Form." See **Appendix B** for the general "Internal 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 disparate 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.

Whistleblower Policy

MPS requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the

information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

Drug- and Alcohol-Free Workplace

MPS is committed to providing a drug and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being, customer confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to workers and to other MPS stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on any School premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

Confidential Information

All information relating to students, including schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

Conflict of Interest

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations that he or she believes may constitute a conflict of interest, should immediately and fully disclose the relevant circumstances to his or her immediate supervisor, or any other appropriate supervisor, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts related to a potential or actual conflict of interest shall constitute grounds for disciplinary action.

Smoking

All School buildings and facilities are non-smoking facilities.

GENERAL WORKPLACE POLICIES

Workplace Violence

The School takes the safety and security of its employees seriously. The School does not tolerate acts or threats of physical violence, including but not limited to intimidation, harassment and/or coercion, that involve or affect the School or that occur, or are likely to occur, on School property. You should report any act or threat of violence immediately to **the Principal (or MERF Human Resources)**.

Health, Safety and Security Policies

The School is committed to providing and maintaining a healthy and safe work environment for all employees. Accordingly, the School has instituted an Injury and Illness Prevention Program designed to protect the health and safety of all personnel. Every employee will receive a copy of the Injury and Illness Prevention Program, which is kept by **the Principal** and is available for your review.

You are required to know and comply with the School's general safety rules and to follow safe and healthy work practices at all times. You are required to immediately report to your supervisor any potential health or safety hazards and all injuries or accidents.

In compliance with Proposition 65, the School will inform all employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Security Protocols

MPS has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to **the Principal (or MERF Human Resources for MERF employees)**. Employee desk or office should be secured at the end of the day. When an employee is called away from his or her work area for an extended length of time, valuable or personal articles should not be left around a work station that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify **the Principal (or MERF Human Resources for MERF employees)** when keys are missing or if security access codes or passes have been breached.

Occupational Safety

MPS is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. MPS' management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

School Property Inspections

The School is committed to providing a work environment that is safe and free of illegal drugs, alcohol, firearms, explosives and other improper materials. Additionally, the School provides property and facilities to its employees to carry out business on behalf of the School. Accordingly, employees do not have a reasonable expectation of privacy when using any School property or facilities. In accordance with these policies, all School facilities and property, including all items contained therein, may be inspected by the School at any time, with or without prior notice to the employee. School property includes all desks, storage areas, work stations, lockers, file cabinets, computers, telephone systems, email systems and other storage devices.

The School reserves the right to deny entry to any person who refuses to cooperate with any inspections by the School. Any employee who fails to cooperate with inspections may be subject to disciplinary action, up to and including dismissal.

Soliciting/Conducting Personal Business While on Duty

Employees are not permitted to conduct personal business or solicit personal business for any cause or organization while on-duty, or when the employee being solicited is supposed to be working. This prohibition includes distributing literature and other material. Distribution of materials is also against the School's policy if it interferes with access to facility premises, if it results in litter or is conducted in areas where other employees are working. Solicitation during non-work time, e.g., paid breaks, lunch periods or other such non-work periods, is permissible. Entry on the School premises by non-employees is not permitted, unless related to official School business. Solicitation or distribution of written materials by non-employees is strictly prohibited.

Use of School Communication Equipment and Technology

All School owned communications equipment and technology, including computers, electronic mail systems, voicemail systems, internet access, software, telephone systems, document transmission systems and handheld data processing systems remain the property of the School and are provided to the employee to carry out business on behalf of the School, unless previously authorized for non-business use. Employees have no expectation of privacy in any communications made using School owned equipment and technology. Communications (including any attached message or data) made using School owned communications equipment and technology are subject to review, inspection and monitoring by the School.

Employees should not use personal devices or email accounts for MPS-related communications. Such communications should only take place using MPS-issued devices and via the employee's MPS email account.

Additionally, the School uses technology protection measures that protect against Internet access (by both minors and adults) to visual depictions that are obscene, child pornography and/or with respect to use by minors, images harmful to minors. These measures may include, but are not limited to, installing a blocking system to block specific internet sites, setting Internet browsers to block access to adult sites, using a filtering system that will filter all Internet traffic and report potential instances of misuse and using a spam filter.

Passwords used in connection with the School's communications equipment and technology are intended to restrict unauthorized use only, not to restrict access of authorized School employees. Therefore, employees are required to provide to **the I.T. Coordinator** all passwords used in connection with the School's communications equipment and technology any time the employee's passwords are created or change. In addition, employees are required to safeguard their passwords to limit unauthorized use of computers by minors in accordance with the Student Internet Use Policy and Agreement. Employees that do not safeguard their passwords from unauthorized student use, or that allow a student to access computers in violation of the Student Internet Use Policy and Agreement, will be subject to discipline, up to and including termination.

Internet use is for business purposes only. All employees using the internet through the School's communications equipment and technology must respect all copyright laws. Employees are not permitted to copy, retrieve, modify or forward copyrighted materials unless authorized by law or with express written permission of the owner of the copyright. Employees are not permitted to use the School's communications equipment and technology to view visual images that are obscene, child pornography and/or images harmful to minors.

The email system and internet access are not to be used in any way that may be disruptive, harassing or offensive to others, illegal or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets or anything else that may be construed as harassment or disparagement of others based on their race, national origin, gender, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted. The e-mail system and internet access are not to be used in any manner that is against the policies of the School, contrary to the best interest of the School or for personal gain or profit of the employee against the interests of the School. Employees must not use the School's

communications equipment and technology for the unauthorized disclosure, use and dissemination of personal information regarding students.

Social Media

If an employee decides to post information on the Internet (i.e., blog, Facebook, Instagram, Twitter, etc.) that discusses any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including its computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be adhered to;
- Employees must make clear that the views expressed in their blogs are their own and not those of the School;
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;
- Employees are not authorized to publish any confidential information maintained by the School;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors;
- Employees must comply with all School policies, including, but not limited to, rules against sexual harassment and retaliation.

The School reserves the right to take disciplinary action against any employee whose blog violates this or other School policies.

Participation in Recreational or Social Activities

Employees may participate in activities sponsored by or supported by the School. Participation in such activities is strictly voluntary. As such, employees have no obligation to participate in recreational or social activities and no employee has work-related duties requiring such participation. An employee's participation in social and recreational activities is at the employee's own risk and the School disclaims any and all liability arising out of the employee's participation in these activities.

Personnel Files and Record Keeping Protocols

At the time of employment, a personnel file is established for each employee. It is each employee's responsibility to keep **the Principal (or MERF Human Resources for MERF employees)** advised of changes that should be reflected in their personnel file by making the changes in the Human Capital Management System Employee Self Service Portal. Such changes include: change in name, address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact an employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in the file. MPS will restrict disclosure of personnel files to authorized individuals within the School. A request for information contained in the personnel file must be directed to **the Principal (or MERF**

Human Resources for MERF employees). Only the **Principal and MERF Human Resources** or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required. Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

Intellectual Property Rights

Any intellectual property, such as trademarks, copyrights and patents, and any work created by an employee in the course of employment at the School shall be the property of the School and the employee is deemed to have waived all rights in favor of the School. Work, for the purpose of this policy refers to written, creative or media work. All source material used in presentation or written documents must be acknowledged.

Media Contacts

All media inquiries regarding the School and its operations must be referred to the **CEO**. Only the **CEO** is authorized to make or approve public statements pertaining to the School or its operations, although, public employees do not lose the right to speak on matters of public importance. No employee, unless specifically designated by the **CEO**, is authorized to make statements to the media on behalf of the School. Any employee who would like to write and/or publish an article, paper, or other publication on behalf of the School must obtain approval from the **CEO** before publication.

HOURS OF WORK, OVERTIME AND ATTENDANCE

Employee Classifications

An employee's salary and benefits depends on a wide range of factors, including base scale, qualifications, additional duties, and performance. If you have any questions about your salary, please speak to your principal or anyone at MPS HR Department for more details.

Classification Type	Definition	Eligible Benefits
Full-Time Salaried	Employed on a regularly scheduled 30+ hour basis for a non-specified period.	<ul style="list-style-type: none"> - STRS/PERS/401K Retirement Plan - Personal/Sick Hours - 100% Health Benefits Coverage (including family members) - Life insurance Plan - Vacation Hours (12-months employees only) - Tuition Reimbursement
Full-Time Hourly	Employed on a regularly scheduled 30+ hour basis for a non-specified period.	<ul style="list-style-type: none"> - STRS/PERS/401K Retirement Plan - Personal/Sick Hours - 100% Health Benefits Coverage (including family members) - Life insurance Plan - Vacation Hours (12-months employees only) - Tuition Reimbursement
Part-Time Hourly	Employed on a regularly scheduled basis of 20.00 to 29.99 for a non-specified time.	<ul style="list-style-type: none"> - STRS/PERS/401K Retirement Plan - Personal/Sick Hours
Part-Time Hourly	Employed on a regularly scheduled basis of 19.99 or less hours per week for a non-specified time.	Not eligible for any benefits.
Temporary Full-Time	Employed on a regularly scheduled basis of 30+ hour per workweek for a finite period of time (though they are still at-will employees).	Not eligible for any benefits.
Temporary Part-Time	Employed on a regularly scheduled basis of 29 or less hours per week for a finite period of time (though they are still at-will employees).	Not eligible for any benefits.
Independent Contractor	Independent Contractors must: Control the direction of their work, provide an outside service, has an independent business or trade	Not eligible for any benefits.

Work Hours and Schedules

The School's normal working hours are from ***7:30 a.m. to 4:00 p.m.**, Monday through Friday. The work schedule for hourly non-exempt employees may vary. Each employee will be assigned a work schedule by their supervisor. *Typical working hours for hourly non-exempt employees may be as follows:

REGULAR WORKING HOURS	
School Level: Full-time office staff	7:30 a.m. – 4:00 p.m. (Included: meal break for thirty (30) minutes and two ten (10) -minute breaks)
School Level: All other full-time employees	7:45 a.m. – 4:00 p.m. (Included: meal break for thirty (30) minutes and two ten (10) -minute breaks)
CMO Level: All full-time MERF employees	8:30 a.m. – 5:00 p.m. (Included: meal break for thirty (30) minutes and two ten (10) -minute breaks)
REDUCED WORKING HOURS	
Below schedule applies to summer, Thanksgiving, winter, and spring breaks.	
School Level: All full-time employees	9:00 a.m. – 2:00 p.m. (Included: two ten (10) -minute breaks)
CMO Level: All full-time MERF employees	9:00 a.m. – 3:00 p.m. (Included: meal break for thirty (30) minutes and two ten (10) -minute breaks)

* Working hours may vary from one School site to another.

Employee work schedules may fluctuate depending on the workload:

- Employees may have to work hours beyond their normal schedules as work demands require.
- Hourly/non-exempt employees may be subject to reduced hours during break schedule based on MPS's school calendar.
- Employees are expected to attend weekly staff meetings and other mandatory training and meetings.
- Full-time teachers may be required to supplement regular curricular activities through after school programs, including tutoring and clubs. Each full-time teaching staff is expected to offer at least two after school programs per week.
- As directed by the **Principal**, employees may be required to conduct home visits to develop a positive school-home relationship that supports student achievement.
- As directed by the **Principal**, employees may also be required to attend school events and activities, including but not limited to, parent conferences, student/parent orientation, back-to-school nights, parent/community meetings, and any other school events and activities that occur during or outside of normal school day.
- Employees are expected to perform other duties as requested by their **direct supervisor**.

Overtime

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis. Generally, teachers and administrators are exempt. Non-exempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for non-exempt employees. MPS will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized in writing by **the Principal (or MERF Human Resources for MERF employees.)** MPS provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

For employees' subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

Make Up Time

An employee may make a written request to make up work time that is or would be lost as a result of a personal obligation. It is at the sole discretion of the School to approve or reject the request. The hours of that make up work may only be performed in the same workweek in which the work time was lost and must not exceed eleven (11) hours of work in one day or forty (40) hours of work in one week. The employee is responsible for recording time worked and taking all applicable rest and meal breaks during make up time. Make up time is not encouraged.

Wage Attachments and Garnishments

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of an employee's earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented a second garnishment request concerning an employee, **the Principal (or MERF Human Resources for MERF employees)** will adhere to the request and provide a copy of the legal documentation to the employee.

Work Breaks

Non-exempt employees working at least five (5) hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday, but by no later than the end of the fifth hour of the workday. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and MPS mutually consent to the waiver in writing.

Non-exempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. Employees are prohibited from combining meal and rest period time. An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods.

Lactation Accommodation

MPS accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the non-exempt employee shall be unpaid.

MPS will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

Pay Days

For **all employees**, payday is scheduled on the fifteenth (15th) and the last day of the month. For full-time classified and home office employees, the School pays in twenty-four (24) pay periods. For all full-time credentialed employees, the school pays in twenty-two (22) pay periods. The total number of pay periods may vary depending on the starting and ending date of employment. The last pay period of the school year ends on June 30th. Each paycheck will include earnings for all reported work performed through the end of the payroll period and is subject to regular withholdings. In the event that a regularly scheduled payday falls on a weekend or holiday, employees will receive their pay no later than the next day of work after the day(s) off.

You should promptly notify **the Principal (or MERF Human Resources for MERF employees)** if you have a question regarding the calculations of your paycheck; any corrections will be noted and will appear on the following payroll.

Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.

State Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.

Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.

State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Every deduction from your paycheck is explained on your check voucher. If you do not understand the deductions, ask the **MERF Human Resources** to explain them to you.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to **the Principal (or MERF Human Resources for MERF employees) by updating through his/her Human Capital Management System Employee Self Service Portal**. Human Resources Department maintains a supply of these forms.

All Federal, State and Social Security taxes will be automatically deducted from paychecks. The Federal Withholding Tax deduction is determined by the employee's W-4 form, which should be completed upon hire. It is the employee's responsibility to report any changes in filing status to **the Principal (or MERF Human Resources for MERF employees) by updating his/her Human Resource Management System Employee Self Service Portal**. It is also the employee's responsibility to fill out a new W-4 form if his/her filing status changes.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

The School offers programs and benefits beyond those required by law. Employees who wish to participate in these programs may voluntarily authorize deductions from their paychecks.

Salary Compensation for Partial Pay Period

Salary payments to employees who are employed for less than a full pay period because of leave without pay, separation from employment for any reason, or employment at dates other than the beginning or the end of the pay period are computed on the basis of actual working days in the month. For this purpose, working days are considered to be forty (40) hours Monday through Friday unless otherwise specified.

For teaching staff, the actual working days start on the first day of summer teacher in-service and end on the last day of school or on the end-of-year school wrap-up day, whichever is later.

Pay Rate Schedule

Pay is primarily determined by the work classification, employee qualifications, years of service, and individual performance. The School uses the Board approved employee pay raise scales to determine

the salaries for **full-time teaching staff and non-classroom based academic personnels and school leaders**. Home Office employees' pay is determined by the MPS Board approved salary band. Please refer to the scales for details. For school level classified employees, the pay is primarily determined by the work classification and individual performance.

Full-time teaching staff will be compensated for covering absent colleagues at the rate of twenty-five dollars (\$25) per regular course period and fifteen dollars (\$15) per half-course period, e.g., SSR or Advisory, unless indicated differently on the individual's employment agreement.

Attendance Policy

Employees are expected to adhere to regular attendance and to be punctual. School and MPS organized In-Service and Professional Development days are considered regular working days, employees are expected to be present on those days. If you find it necessary to be absent or late, you are expected to arrange it in advance with **your direct supervisor**. If it is not possible to arrange your absence or tardiness in advance, you must notify **your direct supervisor** no later than one-half (1/2) hour before the start of your workday. If you are a teacher, you are also responsible to have a substitute folder for use when you are absent from school. If you are absent from work longer than one day, you are expected to keep **your direct supervisor** sufficiently informed of your situation.

Excessive absenteeism and tardiness will not be tolerated and will lead to disciplinary action, as shown below in the Disciplinary Action Chart for Tardiness.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with the School. Absence for more than three (3) consecutive days without notifying the Principal will be considered a voluntary resignation from employment.

DISCIPLINARY ACTION CHART FOR TARDINESS		
	OCCURRENCES/DAYS	DISCIPLINES STEP AND ACTION
TARDINESS	1 -3 tardiness	Verbal Warning
	The 4th tardy	Written Warning.
	The 5th tardy	Staff member will also be placed on an Improvement Plan.
	6th and subsequent tardiness	½ day subtracted from your PTO days. Once all PTO days are used, ½ day pay will be deducted for each tardy.
ABSENCES	After all PTO days are used	Full day of pay will be deducted for each day absence
NO CALL/NO SHOW	3 consecutive days	Considered job abandonment, which can lead to termination.

Time/Cards/Records

By law, MPS is obligated to keep accurate records of the time worked by non-exempt employees. Such employees shall be required to utilize the School's time card system.

Non-exempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The time card indicates when the employee arrived and when the employee departed. All non-exempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Non-exempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their time card or makes an error on the time card, the employee must contact the Principal to make the correction and such correction request must be approved by the Principal.

Non-exempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

No one may record hours worked on another's time card. Any employee who violates any aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with the School.

Mandatory Training and Meetings

Employees may be required to attend online/onsite trainings, lectures and meetings outside of regular working hours. All teaching staff and school administrators are required to attend summer in-services, weekly staff meetings, and other mandatory training and meetings as directed by the **Principal**.

The School will pay non-exempt employees for attendance at mandatory trainings, lectures and meetings outside of regular working hours. All staff will be paid for the total hours of mandatory trainings plus travel time and mileage reimbursement (if applicable) with respect to MPS Reimbursement Policy.

All mandatory trainings, lectures and meetings will be identified as such. The School will not pay non-exempt employees for attendance at voluntary trainings. If you are unsure about the characterization of an offered training, lecture or meeting, please contact **your direct supervisor** before attending.

All non-exempt employees must accurately reflect attendance at all mandatory trainings, lectures and meetings outside of regular working hours on their time records.

Expense Reimbursements

The School may reimburse employees for certain reasonably necessary expenses incurred in the furtherance of School business, including, but not limited to, fingerprint processing fees, TB test fees,

First Aid & CPR fees, fees of exams that lead to professional certification (CSET, CTEL, CLAD, CPACE, etc.,) and other approved School business and profession related expenses. Credential fees, university entrance exam fees, US Constitution exam fees, and fees for basic skills tests such as CBEST, RICA, etc., are not reimbursable. Please refer to the MPS Tuition Reimbursement policy for professional development opportunities and certification programs reimbursed by the School.

In order to be eligible for reimbursement, employees must follow the protocol set forth in the MERF's policy regarding expenditures, a copy of which may be obtained from the **Principal (or MERF Human Resources for MERF employees)**.

MERF Purchase Policies and Procedures Manual requires all employee expense or purchase plans to be pre-approved by his/her supervisor.

All new and continuing tuition reimbursement requests must be pre-approved annually by employee's supervisor as stated in the MPS Tuition Policy.

STANDARDS OF CONDUCT

Personal Appearance/Standards of Dress

MPS employees serve as role models to the School's students. All employees should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

Employees are encouraged to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all employees shall adhere to the following standards of dress:

- 1) Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in women's dresses or skirts that are no higher than three (3) inches above the knee.
- 2) Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection. All hats are to be removed upon entering school buildings. For exceptions to this policy, prior approval must be granted by the Principal.
- 3) Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Jeans are not permitted. Shorts should be modest in length and should be no higher than three (3) inches above the knee.
- 4) Skirts and dresses should be no higher than three (3) inches above the knee.
- 5) All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.

- 6) For safety purposes, earrings must not dangle more than one (1) inch below the ear.
- 7) Clothing or jewelry with logos that depict and/or promote gangs, drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
- 8) Appropriate shoes must be worn at all times.
- 9) Employees may not display tattoos on their bodies. If an employee has a tattoo that is visible, it is the employee's responsibility to ensure that it is not visible during working hours.
- 10) Your direct supervisor will inform you of any specific dress requirements for your position.

Prohibited Conduct

The School expects that all employees will conduct themselves in a professional and courteous manner while on duty. Employees engaging in misconduct will be subject to disciplinary action up to and including termination of employment. The following is a list of conduct that is prohibited by the School. This list is not exhaustive and is intended only to provide you with examples of the type of conduct that will not be tolerated by the School. The specification of this list of conduct in no way alters the employment relationship the employee has with the School.

- Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority;
- Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities;
- Unacceptable job performance;
- Release of confidential information without authorization;
- Unexcused/unreported absence and/or lack of punctuality;
- Abuse of sick leave;
- Working unauthorized overtime or refusing to work assigned overtime;
- Misuse of School property or funds;
- Unauthorized use of School equipment, materials, time or property;
- Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
- Failure to keep a required license, certification or permit current and in good standing;
- Horseplay;
- Sleeping or malingering on the job;
- Refusal to speak to supervisor or other employees;
- Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls;
- Posting any notices on School premises without prior written approval of management unless posting is on a School bulletin board designated for employee postings;
- Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter, is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks;

- Failure to comply with the School's safety procedures;
- Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment;
- Immoral or indecent conduct;
- Fighting or instigating a fight on School premises;
- Gambling on school premises;
- Use of profane, abuse or threatening language in conversations with other employees and/or intimidating or interfering with other employees;
- Possession of or reporting to work while under the influence of alcohol or illegal drugs and controlled substances;
- Dishonesty;
- Falsification, fraud or omission of pertinent information when applying for a position;
- Recording the work time of any other employee, or allowing any other employee to record time on your time record or falsifying any time record;
- Theft or embezzlement;
- Willful destruction of property;
- Conviction of a felony or conviction of a misdemeanor making the employee unfit for the position;
- Possession of firearms, or any other dangerous weapon, while acting within the course of School of your employment with the School;
- Violation of the discrimination, harassment or retaliation policy;
- Engaging in sabotage or espionage (industrial or otherwise);
- Any willful act that endangers the safety, health or wellbeing of another individual;
- Any act of sufficient magnitude to cause disruption of work or gross discredit to the school;
- Failure to follow any known policy or procedure of the School or gross negligence that results in a loss to the School;
- Violations of federal, state or local laws affecting the organization or your employment with the organization; and
- Failure to possess or maintain the credential/certificate required of the position.

Off-Duty Conduct

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School;
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School;

- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School;
- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and;
- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no responsibility for it. MPS shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

EMPLOYEE BENEFITS

HOLIDAYS AND VACATIONS

Legal Holidays

All **full-time** employees will receive the following paid legal holidays in 2019-20:

Legal Holidays	Dates
Labor Day	September 2, 2019
Veterans Day	November 11, 2019
Thanksgiving Day*	November 28, 2019
Christmas Day**	December 25, 2019
New Year's Day**	January 1, 2020
M. L. King Day	January 20, 2020
Presidents' Day	February 17, 2020
Cesar Chavez Day	April 3, 2020
Memorial Day	May 25, 2020
Independence Day	July 4, 2020

* Falls during Thanksgiving Break

** Falls during Winter Break

School Breaks

All **full-time** employees will receive the following paid school breaks:

- Thanksgiving Break (including the Thanksgiving Day)
- Winter Break (including the Christmas Day and New Year's Day)
- Spring Break

Typically, **full-time teaching staff** will have five (5) days of paid Thanksgiving break, fifteen (15) days of paid winter break (ten (10) days of paid winter break for San Diego), and five (5) days of paid spring

break. **School administrators, school classified employees, and MERF employees** will have three (3) days of paid Thanksgiving break, three (3) days of paid spring break, and thirteen (13) days of paid winter break (eight (8) days of paid winter break for San Diego). Part-time employees are not compensated during the Thanksgiving, winter and spring breaks.

Full-time **education specialists, school psychologists, and college advisors** at the school sites will be treated as teaching staff for the purpose of holidays and vacation. If you have any questions about your classification, please consult with **MERF Human Resources**.

SCHOOL BREAKS	DATES
Full-time teaching staff:	
Thanksgiving Break	November 25-29, 2019
Winter Break	December 23, 2019 – January 10, 2020 (For San Diego: December 23, 2019 – January 3, 2020)
Spring Break	April 6, 2020 – April 10, 2020 (For San Diego: March 30, 2020 – April 3, 2020)
School administrators, school classified employees, and MERF employees:	
Thanksgiving Break	November 27-29, 2019
Winter Break	December 25, 2019 – January 10, 2020 (For San Diego: December 25, 2019 – January 3, 2020)
Spring Break	April 8, 2020 – April 10, 2020 (For San Diego: April 1, 2020 – April 3, 2020)

If a school site has a different schedule of breaks and/or additional breaks other than those listed above, such as fall break, Presidents’ week, etc., the general rule of thumb is that full-time teaching staff will take the whole break off in the school calendar while the school administrators and school classified employees will have two (2) days less off.

Reduced working hours apply on the days of school breaks that full-time teaching staff takes off and school administrators, school classified employees, and MERF employees work.

Floating Holidays

All MPS Employees are eligible to receive two (2) floating holidays each school year. Floating holidays cannot be cashed out and cannot be rolled over.

Vacation

The School provides vacation benefits to *eligible employees to enable them to take paid time off for rest and recreation. Vacation is provided to prevent overworking. The School believes that this time is valuable for employees in order to enhance their productivity and to make their work experience with the School personally satisfying.

All **full-time **employees** accrue vacation from the date of hire at the following accrual rates:

*ELIGIBLE EMPLOYEES	VACATION ACCRUAL	MAX ROLL OVER (CUT OFF JULY 31ST)	MAX TOTAL-YEAR
School administrators	Hours will accrue per pay period up to 160 hours (6.67 hours per pay period) per year	80 hours	***240 hours
School classified employees	Hours will accrue per pay period up to 120 hours (5 hours per pay period) per year	80 hours	****200 hours
MERF employees	Hours will accrue per pay period up to 160 hours (6.67 hours per pay period) per year	80 hours	***240 hours

Vacation time may not be utilized before it is earned. Maximum of 80 unused vacation hours can be rolled over for the next year. Vacation accruals may not exceed an employee's current annual entitlement, plus the 80 rolled over unused vacation hours (i.e. ***For school leaders and MERF employees; 160 hours of current year plus 80 hours rolled over from previous school year = 240, ****for full time classified; 120 hours of current year plus 80 hours rolled over from previous school year = 200). There is no retroactive grant of vacation compensation for the period of time the accrued vacation compensation was at the cap.

No vacation accrues during any unpaid leave of absence or while on disability salary continuation. Vacation accruals recommence when the employee returns to work.

On termination of employment, the eligible employee is paid all accrued, unused vacation at the employee's base rate of pay at the time of his or her separation from employment.

Employees are expected to use all their accrued vacation no later than **July 31, 2020**, unless otherwise agreed to by the employee and his or her direct supervisor upon the MPS CEO's approval. However, the School may attempt to have some of its employees stagger vacations in an effort to avoid affecting services. Therefore, all vacations must be approved in advance by **the direct supervisor of the employee**, who will make every effort to accommodate each employee. The CEO may grant an extension for staff to use their accrued but unused vacation outside of the parameters listed above to prevent loss of earned vacation. Vacation requests must be made at least two (2) weeks prior to the desired vacation time. Job requirements will always have precedence over vacation schedules.

**** Teaching staff** does not accrue vacation. Full-time teaching staff works on an 11-month work schedule, i.e. August through June.

For full-time teaching staff, the actual working days start on the first day of summer teacher in-service and end on the last day of school or on the end-of-year school wrap-up day, whichever is later.

Any accrued but unused vacation will not be paid out at the end of the school year. Nonetheless, all employees are entitled to have their unused vacation time paid out upon separation from the School.

Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, MPS offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Additionally, employees may use sick leave during public health emergencies resulting in the closure of MPS, the employee's child care provider, or the school of the employee's child. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings, or any individual related by blood or affinity whose close association with the employee is the equivalent of a family relationship) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

Part-time staff will be credited with 24 hours of sick leave at the start of the school year. All full-time employees will be credited with forty-eight (48) hours of sick leave at the beginning of each school year. Paid sick leave can be used by all MPS employees who work for at least thirty (30) days within the span of a single calendar year from the commencement of employment. In addition to the credited 48 hours, all 11-months full time employees will accrue 1.45 sick hours every pay period, whereas 12-months full time employees will accrue 1.33 sick hours every pay period. The maximum accrued sick hours per year is eighty (80).

MPS EMPLOYEE SICK HOURS			
	BEGINNING	ACCUE EACH PAY PERIOD	MAXIMUM
11-MONTHS FULL-TIME	48 hours	1.45 hours	80 hours
12-MONTHS FULL-TIME	48 hours	1.33 hours	80 hours
PART-TIME	24 hours	X	24 hours

Employees cannot use paid sick leave until the thirtieth (30th) calendar day following the employee's start date. Sick leave must be taken by eligible employees in increments of one (1) hour.

Sick leave is intended to be used only when actually required to recover from illness or injury; sick leave is not for "personal" absences. MPS will not tolerate abuse or misuse of your sick leave privilege. If you are absent longer than three (3) days due to illness, medical evidence of your illness and/or medical certification of your fitness to return to work satisfactory to the School may be required. MPS may withhold sick pay if it suspects that sick leave has been misused.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave, if eligible under applicable medical leave law, depending upon the facts and circumstances of the employee's basis for leave beyond the accrued sick leave. If an employee is not eligible for any applicable medical leave and has exhausted all paid sick leave, the employee will not be paid for time not worked. Employee requests for unpaid medical leave must be approved in advance by the School.

The School offers to buy back unused paid sick leave days at the employee's rate of pay or \$150 per day, whichever is lower, by the end of June. Employees must work for the School for at least thirty (30) days before they may be eligible for the School to buy back their paid sick leave. The School will not buy back any paid sick leave from employees who (1) fail to work for the School for thirty (30) continuous days, or (2) are separated from the School based on misconduct, unprofessionalism, or suspicion of the same.

Personal Necessity Leave:

A full-time employee may elect to use up to five (5) days of accumulated sick leave each school year for personal necessity including any of the following specific reasons:

- Death or serious illness of a member of his/her immediate family (this is in addition to normal bereavement leave);
- Accident involving his/her person or property or the person or property of a member of his/her immediate family;
- Appearance in court as a litigant, or as a witness under official order;
- Adoption of a child;
- The birth of a child making it necessary for an employee who is the parent of the child to be absent from his/her position during the work hours;
- Business matters which cannot reasonably be conducted outside the workday.

Employees must request personal necessity leave at least one (1) day in advance unless an emergency situation occurs. Personal necessity leave is not vacation but rather part of the sick leave policy. Personal necessity leave does not carry over from school year to school year.

MERF Offered Benefits Chart

Status	Full-Time							Part-Time (20-29.99hr/week)	Part-Time (less than 20hr/week)	Temporary			
	Admin	Classified				Teacher		Classified		Teacher/Classified			
Duration	12-Months	12-Months	11-Months	11-Months	11-Months	11-Months	Part-Time		Part-Time	Full-Time			
Salary Type	Salaried	Salaried	Hourly	Salaried	Hourly	Salaried	Hourly	Hourly			Hourly	Salaried	Hourly
Bereavement Hours	40	40	40	40	40	40	40	40	40	X	X	X	
Floating Hours	16	16	16	16	16	16	16	16	16	X	X	X	
Sick Hours	80	80	80	80	80	80	80	24	24	X	X	X	
Vacation Hours	160	120	120	120	120	X	X	X	X	X	X	X	
Health Benefits (Health, Dental, Vision)	YES	YES	YES	YES	YES	YES	YES	X	X	X	X	X	
Retirement (STRS, PERS or 401K)	YES	YES	YES	YES	YES	YES	YES	YES	X	X	X	X	
Tuition Reimbursement (B.T.S.A., Master's, Ph.D.)	YES	YES	YES	YES	YES	YES	YES	X	X	X	X	X	
Paid Time Off (Fall, Spring, Winter Breaks)	YES	YES	YES	YES	YES	YES	YES	X	X	X	X	X	

INSURANCE BENEFITS

Health Insurance

Full-time employees are entitled to health insurance benefits in accordance with applicable law and the School’s health insurance plan. The School will cover one-hundred (**100%**) percent of the premium for employees who chose the HMO option and one-hundred (**100%**) percent of the premium to enroll legal dependents in the same program. The employee’s portion of monthly premiums will be deducted from the employee’s paycheck for PPO selections only. The School may reimburse the employee at the rate of \$150 per month if he or she is enrolled in a separate health insurance benefit program and declines

all the employer-sponsored health insurance benefits (i.e. medical, vision, and dental) in writing by no later than September of each year. MPS will not reimburse employees who will receive or have health insurance coverage through an actively working spouse of MPS.

After the end of the open enrollment or once the employee selects a plan, he/she may not change/cancel from HMO to PPO or vice versa until the next open enrollment except if there is a qualifying event such as birth of a child, loss of coverage, marital status.

Part-time employees working less than 30 hours per week are not entitled to health benefits provided by the School. Independent contractors, consultants and leased employees (i.e., those working for an employment agency) are not employees of the School and are not eligible for benefits provided by the School.

If medical insurance premium rates increase, employees may be required to contribute to the cost of increased premiums to retain coverage. Unless otherwise mandated by law, employees on a leave of absence are responsible for selecting continuing health coverage and paying the premium for such coverage. Failure to timely request and pay for such coverage will result in the loss of coverage.

When Coverage Starts

Employee coverage will begin on the first day of employment or if hired mid-month it will start on the first day of the next month. An enrollment form must be submitted to the MERF Human Resources as soon as possible. This form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for coverage.

Disability Insurance

All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage-replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work related injuries, or may be eligible for work related injuries if they are receiving workers' compensation at a weekly rate less than the SDI rate. Specific rules and regulations relating to SDI eligibility are available from the **MERF Human Resources**.

Family Leave Insurance

Employees covered by the California Disability Insurance program are also covered by the California Paid Family Leave Insurance program. Eligible employees are entitled to receive up to six (6) weeks of wage replacement benefits when they suffer a wage loss for taking time off to care for a seriously ill child, spouse, parent or domestic partner or to bond with a new child within one year of birth or placement of the child in connection with foster care or adoption. Specific rules and regulations relating the Family Leave Insurance are available from the **MERF Human Resources**.

Life Insurance

Life insurance is provided by MERF. All full-time employees will be covered upon hire. Please reach out to your Human Resources department for coverage details.

Workers' Compensation Insurance

Eligible employees are entitled to Workers' Compensation Insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee. See below for a further description of making a claim for Workers' Compensation Insurance benefits.

COBRA Benefits

Continuation of Medical and/or Dental Benefits:

When coverage under the School's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage plus any other applicable fees.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to 18 months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee, making the employee ineligible for the plan.

This eighteen (18)-month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18)-month period also may be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and his/her spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but the employee's spouse has not yet reach age sixty-five (65); or
- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

MPS will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, die, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within thirty (30) days of the event. MPS will then notify the employee or his/her dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- You (or your spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition you (or your spouse or child, as applicable) may have;
- MPS stops providing group health benefits;
- You (or your spouse or child) become entitled to Medicare; or
- You extended coverage for up to twenty-nine (29)-months due to disability and there has been a final determination that you are no longer disabled.

LEAVES OF ABSENCE

Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act (“FMLA”) and the California Family Rights Act (“CFRA”), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA leave in any twelve (12) month period for the purposes enumerated below. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as “FMLA leave.”

Employee Eligibility Criteria:

To be eligible for FMLA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the FMLA leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of baby-bonding where the threshold is twenty (20) employees).

Events that may Entitle an Employee to FMLA Leave:

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA allowance includes any time taken (with or without pay) for any of the following reasons:

- To care for the employee’s newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they will be entitled to a combined total of twelve (12) weeks of leave for this purpose;
- Because of the employee’s own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School’s separate pregnancy disability policy);
 - a. A “serious health condition” is an illness, injury (including, but not limited to on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or

spouse of the employee that involves either inpatient care or (2) continuing treatment, including, but not limited to, treatment for substance abuse.

- b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
- c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
- d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.
- To care for a spouse, domestic partner, child, or parent with a serious health condition or military service-related injury. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) month period to provide said care;
- For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces;

Amount of FMLA Leave Which May Be Taken:

- FMLA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.
- In addition to the twelve (12) workweeks of FMLA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the service member.
- The "twelve-month period" in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.
- If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the School's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School's activities have ceased do not count against the employee's FMLA leave entitlement. Similarly, if an employee uses FMLA

leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's CFRA entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

Pay during FMLA Leave:

- An employee on FMLA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law
- An employee on FMLA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA leave.
- If an employee has exhausted his/her sick leave, leave taken under FMLA shall be unpaid leave.
- The receipt of sick leave pays or State Disability Insurance benefits will not extend the length of the FMLA leave. Sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.

Health Benefits:

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

MPS may recover the health benefit costs paid on behalf of an employee during his/her FMLA leave if:

- The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA leave; and
- The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave, or other circumstances beyond the control of the employee.

Seniority:

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he/she had when the leave commenced. An employee who was absent from work while fulfilling his or her covered service obligation under the Uniformed Services Employment and Reemployment Rights Act (USERRA) shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service.

Medical Certifications:

- An employee requesting FMLA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in denial of the leave request until such certification is provided.
- The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee's health care provider to authenticate a certification as needed.
- If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
- Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

Procedures for Requesting and Scheduling FMLA Leave:

- An employee should request FMLA leave by completing a Request for Leave form and submitting it to **the Principal (or MERF Human Resources for MERF employees)**. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA leave policy.
- Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.
- Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

- If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
- If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
- If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
- The School will respond to an FMLA leave request no later than five (5) days of receiving the request. If an FMLA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work:

- Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and grievous injury to the School's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.
- When a request for FMLA leave is granted to an employee (other than a "key" employee), the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
- Before an employee will be permitted to return from FMLA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.
- If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

Limitations on Reinstatement

- MPS may refuse to reinstate a "key" employee if the refusal is necessary to prevent substantial and grievous injury to the School's operations. A "key" employee is an exempt salaried employee

who is among the highest paid 10% of the School's employees within seventy-five (75) miles of the employee's worksite.

- A "key" employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a "key" employee and the potential consequences with respect to reinstatement and maintenance of health benefits if the School determines that substantial and grievous injury to the School's operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, the School will notify the "key" employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee's reinstatement would cause the School to suffer substantial and grievous injury. If the School realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.

Employment during Leave:

No employee, including employees on FMLA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

Pregnancy Disability Leave

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

Employee Eligibility Criteria:

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

Events That May Entitle an Employee to Pregnancy Disability Leave:

The four (4) -month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

- The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
- The employee needs to take time off for prenatal care.

Duration of Pregnancy Disability Leave:

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

Pay During Pregnancy Disability Leave:

- An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
- The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
- Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

Health Benefits:

MPS shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12) -month period. MPS can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

- The employee fails to return from leave after the designated leave period expires.
- The employee's failure to return from leave is for a reason other than the following:
 - The employee is taking leave under the California Family Rights Act.

- There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
- There is a non-pregnancy related medical condition requiring further leave.
- Any other circumstance beyond the control of the employee.

Seniority:

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

Medical Certifications:

- An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
- Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

Requesting and Scheduling Pregnancy Disability Leave:

- An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Principal (or MERF Human Resources for MERF employees). An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.
- Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
- Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
- Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
- If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
- The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee

in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work:

- Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:
 - The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.
 - There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period. A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.
- When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
- In accordance with MPS policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
- If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

Employment during Leave:

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

Medical Leave of Absence

At the discretion of **MERF Human Resources**, an unpaid medical leave of absence may be granted up to **sixty (60) working days** to employees who are not eligible for other leaves. Ask **MERF Human Resources** for information on medical leaves of absence, and any implications unpaid medical leave may have on your eligibility for employee benefits, including medical benefit plan coverage.

Unpaid Leave of Absence

MPS recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave, and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave. No vacation time is accrued during any type of unpaid leave of absence.

Funeral/Bereavement Leave

Employees will be allowed up to **five (5)** paid consecutive working days off to arrange and attend the funeral of an immediate family member. For purposes of this policy, an employee's immediate family member includes a parent, spouse, son/daughter, sister/brother, parents-in-law, grandparents, grandchild, sister/brother-in-law, son/daughter-in-law, or domestic partner. Contact your principal or HR to request bereavement leave. All bereavement requests should be in writing to principal or HR.

If any employee requires more than **five (5)** days off for bereavement leave, the employee may use any accrued sick days, request additional unpaid leave or may request the opportunity to use any accrued vacation time, which may be granted at the discretion of the School. Bereavement pay will not be used in computing overtime pay.

Military and Military Spousal Leave of Absence

MPS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, MPS will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in

the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

MPS shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Advance notice of leave is required. Please inform **the Principal (or MERF Human Resources for MERF employees)** of anticipated military leave time as far in advance as possible. Accrued vacation will be paid during military leave at your request and health plan coverage continuance can be arranged for up to twenty-four (24) months during military leave if required premium payments are made by you. As with other leaves of absence, failure to return to work or to reapply within applicable time limits may result in termination of employment.

Drug and Alcohol Rehabilitation Leave

The School will reasonably accommodate an employee who voluntarily enters and participates in an alcohol or drug rehabilitation program, including potentially providing unpaid leave to participate in the program. The School will not pay for the costs incurred in attending a rehabilitation program. An employee who wishes to identify him or herself as an individual in need of the assistance of an alcohol or drug rehabilitation program may contact **MERF Human Resources**. The School will take all reasonable steps necessary to maintain the employee's privacy in this situation. The employee may use accrued sick leave or accrued vacation time, if any, during requested leave.

Nothing in this policy shall prohibit the School from refusing to hire or discharge an employee who, because of his or her current use of alcohol or drugs, is unable to perform his/her duties or cannot perform the duties in a manner that would not endanger his/her health or safety or the health or safety of others.

Time Off for Adult Literacy Programs

The School will reasonably accommodate and assist any employee who reveals a problem of illiteracy and requests employer assistance in enrolling in an adult literacy education program. Employees will be required to bear the cost associated with enrollment in an adult literacy education program, but the School will assist the employee by providing the locations of local literacy education programs. The School may also arrange for a literacy education provider to visit the School.

An employee who wishes to reveal a problem of illiteracy and request School assistance should contact **MERF Human Resources**. The School will take all reasonable steps to safeguard the employee's privacy. Nonexempt employees may use accrued vacation pay if available to make up for the work that is missed to attend literacy classes.

School Appearance and Activities Leave

As required by law, MPS will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per child per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of MPS, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Time Off to Serve as Election Official

Any employee who serves as an election official is eligible for unpaid leave on election day for purposes of service. Please notify **the Principal (or MERF Human Resources for MERF employees)** of your commitment to act as election official as far in advance as possible.

Time Off for Jury and Witness Duty

The School will provide employees unpaid leave to serve as required by law, on a jury or grand jury if the employee provides reasonable advance notice. The School will also provide employees unpaid leave to appear in court or other judicial proceeding as a witness, as permitted by law, to comply with a valid subpoena or other court order. Please notify **the Principal (or MERF Human Resources for MERF employees)** of your commitment to serve on a jury or as a witness as far in advance as possible.

Victims of Abuse Leave

MPS provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, or stalking. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, or that of the employee's child or children. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.

- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide MPS with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide MERF Human Resources one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, MPS will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact MERF Human Resources.

Time Off for Victims of Crime

An Employee who is a victim of certain crimes (violent felonies, felony thefts and serious felonies as defined by law) or is an immediate family member of a victim, is a registered domestic partner of a victim or the child of a registered domestic partner of a victim will be given time off as necessary in accordance with the law. Employees may be required to provide reasonable advanced notice of the need for time off if feasible and documentation establishing the right to such time off may be requested. The School will take all reasonable steps to maintain the confidentiality of any employee requesting crime victim leave. Please notify **MERF Human Resources** of your need for time off as far in advance as possible. As applicable, an employee may use accrued vacation leave or sick leave for crime victim leave purposes.

Time Off for Volunteer Firefighters

Employees who perform emergency duties as volunteer firefighters, reserve peace officers or emergency rescue personnel will be given time off as necessary in accordance with the law. Employees are requested to alert **the Principal (or MERF Human Resources for MERF employees)** of their status as volunteer firefighters, reserve peace officers or emergency rescue personnel so that the School will have advanced notice of the employee's potential need to leave the School in the event of an emergency. Any time an employee must perform emergency duties, he/she must notify **the Principal (or MERF Human Resources for MERF employees)** before leaving the School's premises.

Time Off for Voting

Employees who do not have sufficient time outside of their regular working hours to vote in a statewide election may request time off to vote. If possible, employees should make their request at least two

days in advance of the election. Up to two (2) hours of paid time off will be provided, at the beginning or the end of the employee's regular shift, whichever will allow the most free time for voting and the least time off work. Please contact **the Principal (or MERF Human Resources for MERF employees)** to request and schedule time off to vote.

Industrial Injury Leave (Workers' Compensation)

MPS, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure you receive any worker's compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury to the Principal;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Principal; and
- Provide the School with a certification from your health care provider regarding the need for workers' compensation disability leave as well as your eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. MPS, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Principal and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.

- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Employees that are temporarily totally disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration of your leave will depend upon the rate of your recovery and the business needs of the School. Workers' compensation leave will run concurrently with any other applicable medical leave of absence.

Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to thirty (30) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

An employee must first use five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

Returning from Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give **the Principal (or MERF Human Resources for MERF employees)** thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If employees need further information regarding Leaves of Absence, they should consult **MERF Human Resources**.

RETIREMENT

Certificated Staff Members

All certificated staff members who are eligible, including, but not limited to, administrators, counselors, school psychologists, special education program administrators, and teaching employees will participate in the State Teachers' Retirement System (STRS).

Classified Staff Members

All full-time non-certificated staff members, including, but not limited to, office staff and instructional aides, are eligible to participate in the Public Employees' Retirement System (PERS).

All part-time non-certificated employees hired to work six months or more become eligible to participate in PERS on the date of hire. For part-time employees, they become PERS members the first day of the next pay period after completion of 1,000 hours or 125 days in a fiscal year.

All non-credentialed employees also contribute to Social Security.

Oversight of Benefits

The HR Department and the Finance Department at the MPS Home Office are responsible for monitoring the appropriate administration of benefits and ensuring appropriate arrangements for retirement coverage are made for all employees. MERF will make any contribution that is legally required of the employer, including STRS, PERS, Social Security, workers' compensation, and other payroll obligations.

All withholdings from employees and the MERF will be forwarded to the STRS and PERS funds as required. Employees will accumulate service credit years in the same manner as all other members of STRS and PERS. MERF will submit all retirement data and will comply with all policies and procedures for payroll reporting. MERF assures that it will provide retirement information in a format required by the Counties.

EMPLOYMENT EVALUATION AND SEPARATION

Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by **his or her direct supervisor**. MERF may utilize secure online staff evaluation platform to evaluate staff performances. Performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties or recurring performance problems.

Your performance evaluations may review factors such as the quality and quantity of the work you perform, your knowledge of the job, your initiative, your work attitude, and your attitude toward others. The performance evaluations are intended to make you aware of your progress, areas for improvement and objectives or goals for future work performance. Favorable performance evaluations do not

guarantee increases in salary or promotions or retention of your job. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, you will be required to sign the evaluation report simply to acknowledge that it has been presented to you, that you have discussed it with **your direct supervisor**, and that you are aware of its contents. You can also acknowledge receipt of staff performance evaluation through an online platform provided by MERF. The evaluation system or any failure to evaluate an employee in no way alters the at-will employment relationship.

Newly hired employees may have their performance goals reviewed by **your direct supervisor** within the first **ninety (90)** days of employment.

Discipline and Involuntary Termination

Violation of the School's policies and rules may warrant disciplinary action, which may take multiple forms, including verbal warnings, written warnings, suspensions and/or termination. The School's disciplinary system is informal and the School may, in its sole discretion, utilize any form of discipline it deems appropriate under the circumstances, up to and including termination of employment upon the first offense.

The disciplinary process will be determined by the School in light of the facts and circumstances of each case. Each situation will be considered in light of a variety of factors including, but not limited to, the seriousness of the situation, the employee's past conduct and length of service, and the nature of the employee's previous performance or incidents involving the employee. With the exception of substitute employees and temporary employees, these policies apply to all employees of the School and apply to all job-related activities of such employees.

Violations of the Employee Handbook, employment agreement, MPS charter, or applicable law are all independently and collectively considered misconduct and will result in disciplinary action up to and including release from at-will employment.

Voluntary Termination

Except if stated expressly otherwise by employment contract, either the employee or the School may terminate the at-will employment relationship at any time, with or without notice and with or without cause. While it is not required, the School requests that at-will employees electing to resign give as much advance notice as possible (preferably two weeks) to allow the School to plan for your departure.

An exit interview may be scheduled on the last day of work with **your direct supervisor**. The purposes of the exit interview is to review eligibility for benefit conversion, to ensure that all necessary forms are completed, to collect any School property (including keys, equipment, documents and records) that may be in the employee's possession, to review the employee's obligations regarding confidential information, and to provide the employee with the opportunity to make any constructive comments and suggestions on improving the working environment at the School. The School appreciates receiving candid opinions of the employee's employment.

Pay at Time of Separation

Employees separated from employment will be paid for time worked according to applicable laws. For full-time employees who are employed for less than a full pay period in their last month, salary payments are computed on the basis of actual working days in the month. For this purpose, working days are considered to be forty (40) hours Monday through Friday unless otherwise specified.

The School will buy back all unused sick leave days from employees at the rate of \$150 per day or at the employee's current rate of pay, whichever is lower. Employees must work for the School for at least thirty (30) days before they may be eligible to receive their accrued, unused paid sick leave paid out upon job separation. Employees who are terminated based on misconduct or unprofessionalism, or who resign under suspicion of misconduct or unprofessionalism, are not eligible to have paid sick leave paid to them upon their separation from the School.

Pay for earned but unused vacation time will be provided to full-time employees at time of separation at the employee's current rate of pay.

Final pay, including pay for any earned but unused sick leave days and vacation time, and if applicable, pay for summer holdback for full-time teaching staff, will be provided in accordance with applicable law.

References

All requests for references and employment verifications must be promptly directed to **your direct supervisor**. When contacted for a reference or employment verification, the School will only provide information concerning dates of employment, the title of the last position held and length of service. Other employees may not provide any employment verifications or provide a professional reference on behalf of the School for another employee.

INTERNAL COMPLAINT REVIEW & OPEN DOOR

Open Door Policy

The School wishes to provide the most positive and productive work environment possible. To that end, it has an open door policy where it welcomes your questions, suggestions or complaints relating to your job, conditions of employment, the School or the treatment you are receiving. Other than in situations involving harassment (as outlined and described above), please contact **the Principal (or MERF Human Resources for MERF employees)** with your questions or concerns. If the situation is not resolved to your satisfaction, please contact **MERF Human Resources**, preferably in writing, who will further investigate the issue.

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, discrimination, and retaliation are addressed under the School's "Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation."

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 MERF employees)**:

- The complainant will bring the matter to the attention of **the Principal (or the CEO (or designee) for MERF 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 MERF 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 School's Board of Directors**, 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.

Employees can always utilize the Uniform Complaint Policy (UCP) form which exists in MPS website to file complaints. This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees:*(Complaints by Third Parties against Employees)*

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

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

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

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

AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

MPS reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

APPENDIX A

HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

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

If you are an employee of the School, you may file this form with the COO, Principal, MERF Human Resources, or Board President.

Please review the School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

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 offender.

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

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed, or discriminated or retaliated against, 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.

Signature of Complainant

Date: _____

Print Name

Received by: _____

Date: _____

APPENDIX B

INTERNAL COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint _____

List any witnesses that were present: _____

Where did the incident(s) occur?

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

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

Signature of Complainant

Date: _____

Print Name

To be completed by School:

Received by: _____

Date: _____

Magnolia Public Schools

Employee Handbook 2018-2019

Magnolia Public Schools
250 East 1st Street
STE. 1500
Los Angeles, CA 90012
213-628-3666

www.magnoliapublicschools.org

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE PRINCIPAL.

EMPLOYEE NAME: _____

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook. I also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from the School.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's policies and benefits and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the CEO, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the CEO has the authority to make any such agreement and then only in writing.

Employee's Signature: _____ Date: _____

Please sign/date and upload to Paycom.

Magnolia Public Schools

The Vision

Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

The Mission

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

Core Values

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

- *Excellence*
- *Innovation*
- *Connection*

Locations

<i>Magnolia Science Academy-1</i>	<i>18238 Sherman Way, Reseda, CA 91335</i>	<i>(818) 609-0507</i>
<i>Magnolia Science Academy-2</i>	<i>17125 Victory Blvd., Van Nuys, CA 91406</i>	<i>(818) 758-0300</i>
<i>Magnolia Science Academy-3</i>	<i>1254 East Helmick St., Carson, CA 90746</i>	<i>(310) 637-3806</i>
<i>Magnolia Science Academy-4</i>	<i>11330 W Graham Place, Los Angeles, CA 90064</i>	<i>(310) 473-2464</i>
<i>Magnolia Science Academy-5</i>	<i>18230 Kittridge St., Reseda, CA 91335</i>	<i>(818) 705-5676</i>
<i>Magnolia Science Academy-6</i>	<i>3754 Dunn Dr., Los Angeles, CA 90034</i>	<i>(310) 842-8555</i>
<i>Magnolia Science Academy-7</i>	<i>18355 Roscoe Blvd., Northridge, CA 91325</i>	<i>(818) 221-5328</i>
<i>Magnolia Science Academy-8 (Bell)</i>	<i>6411 Orchard Ave, Bell, CA 90201</i>	<i>(323) 826-3925</i>
<i>Magnolia Science Academy-San Diego</i>	<i>6525 Estrella Ave., San Diego, CA 92120</i>	<i>(619) 644-1300</i>
<i>Magnolia Science Academy-Santa Ana</i>	<i>2840 W 1st St., Santa Ana, CA 92703</i>	<i>(714) 479-0115</i>

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INTRODUCTION

This Handbook summarizes the Magnolia Public Schools' (hereinafter referred to as "MPS" or "School") personnel policies applicable to all employees. Please review these policies carefully. If you have any questions about the policies outlined in this Handbook, or if you have any other personnel related questions, whether related to policies specifically addressed in this Handbook, please consult **MPS Home Office ("MERF") Human Resources**.

This Handbook is intended only as a guide to the School's personnel policies, outlining and highlighting those policies and practices. It is not, therefore, intended to create any expectations of continued employment, or an employment contract, express or implied. This Handbook supersedes any previously issued handbooks, policies, benefit statements and/or memoranda, whether written or verbal, including those that are inconsistent with the policies described herein.

With the exception of the at-will employment status of its employees, the School reserves the right to alter, modify, amend, delete and/or supplement any employment policy or practice (including, but not limited to, areas involving hiring policies and procedures, general work place policies, hours of work, overtime and attendance, standards of conduct, employee benefits, employment evaluation and separation) with or without notice to you. Only **the Chief Executive Officer ("CEO") of MPS**, with the express written approval of the Board of Directors, may alter the at-will employment status of any of its employees.

Once you have reviewed this Handbook, please e-sign the employee acknowledgement form **in the Paycom Employee Self Service Portal**. This signed acknowledgement demonstrates to the School that you have read, understand and agree to comply with the policies outlined in the Handbook.

CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Policy

MPS is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race;
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), or the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job, or if unknown, what job duties the disability impairs. MPS will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. MPS will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

At-Will Employment

Except if stated expressly otherwise by employment contract, it is the policy of the School that all employees are considered "at-will" employees of the School. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or

other materials provided to employees in connection with their employment shall require the School to have “cause” to terminate an employee or otherwise restrict the School’s right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School’s right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School’s policy regarding “at-will” employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian 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 to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, a School

counselor, coworker or other person shall not be a substitute for making a mandated report to Child Protective Services.

MPS will provide annual training on the mandated reporting requirements, via Charter Safe, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee’s employment.

By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

Criminal Background Checks

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School’s commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with the School, be convicted of a controlled substance or sex offense, or serious or violent felony, the employee must immediately report such a conviction to the Principal.

Tuberculosis Testing

All employees of the School must submit written proof from a physician of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days prior to the date of hire. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

The employee will not be required to submit to a TB exam if the employee can produce a current certificate showing they were found free of infectious tuberculosis within sixty (60) days of initial hire, or a California school previously employing the employee verifies it has a current certificate on file showing that the employee is free from infectious tuberculosis. The examination for applicants for employment is a condition of initial employment. Therefore, the expense incident thereto shall be borne by the applicant. The cost of the examination required of existing employees shall be a reimbursable expense. Employees should follow the School's reimbursement procedures.

The County Health Department may provide skin testing to employees at regular intervals at no cost to the employee. The availability of this

testing may be announced by the School. Failure to maintain current TB test results may result in disciplinary action, up to and including release from at-will employment.

Immigration Compliance

MPS will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, MPS will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant.

If you have any questions or need more information on immigration compliance issues, please contact the Principal.

Professional Boundaries: 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 reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. 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. 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.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

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.

Relationships between Employees

While the School's policies do not permit discrimination based on an individual's marital status, the individual's relations to another School employee or his or her lawful off duty conduct, some situations can create conflicts of

interest requiring the School to take the employee's relationship with another employee into account.

An employee should not be in a supervisory role with another employee who is a relative (i.e., sibling, parent, spouse, domestic partner, etc.). Supervisors should avoid situations that result in actual or perceived conflicts of interest with supervised employees and situations of favoritism.

A supervisor should avoid forming special social relationships or dating employees under his or her direct supervision, or with other employees that would create actual or perceived conflicts of interest and situations of favoritism. If such relationship arises, both employees should notify the School so that appropriate measures can be taken to prevent conflicts of interest or favoritism.

The School reserves the right to take appropriate action if employee relationships interfere with the safety, morale or security of the School, or if the relationships create an actual or perceived conflict of interest or favoritism.

Certification and Licensure of Instructional Staff

All teachers are required to hold a current California Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. MPS complies with all requirements of the authorizers regarding the certification and licensure of instructional staff. Paraprofessional staff may also be required to provide documentation proving that they meet the requirements for paraprofessional staff. It is the responsibility and a condition of continued employment of all instructional staff, including teachers and paraprofessionals to provide, maintain and keep current such certificates, permits or other documentation to **his or her direct supervisor** no later than the close of business prior to the first day the employee reports for duty. If an instructional staff

employee believes that he or she is assigned to teach in a subject in which he or she does not have subject matter competence, the employee should immediately report the same to **his or her direct supervisor**. Staff who are required to meet these state and federal certification, expertise, and related requirements must timely maintain such qualifications as a condition of employment at the School. Failure to maintain the appropriate credential/ certification required of the position may result in disciplinary action, up to and including release from at-will employment.

Policy Prohibiting Unlawful Harassment, Discrimination and Retaliation

MPS is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. MPS's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race; color; gender (including gender identity, gender expression, and gender identity, whether or not the employee is transitioning or has transitioned); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

MPS does not condone and will not tolerate

unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Principal or designee.

When MPS receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the CEO) or the MERF Human Resources or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. MPS is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

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
- Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

MPS is committed to providing 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. All new

employees are assigned sexual harassment training prior to the start of the school year. All current employees receive sexual harassment training every two (2) years.

Sexual harassment consists 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 to 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, discrimination, and retaliation 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 address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is 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. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. 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. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal and/or MERF Human Resources. See **Appendix A** for the "Harassment/Discrimination/Retaliation Complaint Form." See **Appendix B** for the general "Internal 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 disparate 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.

Whistleblower Policy

MPS requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee

who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

Drug- and Alcohol-Free Workplace

MPS is committed to providing a drug and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being, customer confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to workers and to other MPS stakeholders.

The bringing to the work place, possession or use of intoxicating beverages or drugs on any School premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

Confidential Information

All information relating to students, including schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

Conflict of Interest

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations that he or she believes may constitute a conflict of interest, should immediately and fully disclose the relevant circumstances to his or her

immediate supervisor, or any other appropriate supervisor, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts related to a potential or actual conflict of interest shall constitute grounds for disciplinary action.

Smoking

All School buildings and facilities are non-smoking facilities.

GENERAL WORKPLACE POLICIES

Workplace Violence

The School takes the safety and security of its employees seriously. The School does not tolerate acts or threats of physical violence, including but not limited to intimidation, harassment and/or coercion, that involve or affect the School or that occur, or are likely to occur, on School property. You should report any act or threat of violence immediately to **the Principal (or MERF Human Resources)**.

Health, Safety and Security Policies

The School is committed to providing and maintaining a healthy and safe work environment for all employees. Accordingly, the School has instituted an Injury and Illness Prevention Program designed to protect the health and safety of all personnel. Every employee will receive a copy of the Injury and Illness Prevention Program, which is kept by **the Principal** and is available for your review.

You are required to know and comply with the School's general safety rules and to follow safe and healthy work practices at all times. You are required to immediately report to your supervisor any potential health or safety hazards and all injuries or accidents.

In compliance with Proposition 65, the School will inform all employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Security Protocols

MPS has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to **the Principal (or MERF Human Resources for MERF employees)**. Employee desk or office should be secured at the end of the day. When an employee is called away from his or her work

area for an extended length of time, valuable or personal articles should not be left around a work station that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify **the Principal (or MERF Human Resources for MERF employees)** when keys are missing or if security access codes or passes have been breached.

Occupational Safety

MPS is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. MPS' management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

School Property Inspections

The School is committed to providing a work environment that is safe and free of illegal drugs, alcohol, firearms, explosives and other improper materials. Additionally, the School provides property and facilities to its employees to carry out business on behalf of the School. Accordingly, employees do not have a reasonable expectation of privacy when using any School property or facilities. In accordance with these policies, all School facilities and property, including all items contained therein, may be inspected by the School at any time, with or without prior notice to the employee. School property includes all desks, storage areas, work stations, lockers, file cabinets, computers, telephone systems, email systems and other storage devices.

The School reserves the right to deny entry to any person who refuses to cooperate with any inspections by the School. Any employee who fails to cooperate with inspections may be subject to disciplinary action, up to and including dismissal.

Soliciting/Conducting Personal Business While on Duty

Employees are not permitted to conduct personal business or solicit personal business for any cause or organization while on-duty, or when the employee being solicited is supposed to be working. This prohibition includes distributing literature and other material. Distribution of materials is also against the School's policy if it interferes with access to facility premises, if it results in litter or is conducted in areas where

other employees are working. Solicitation during non-work time, e.g., paid breaks, lunch periods or other such non-work periods, is permissible. Entry on the School premises by non-employees is not permitted, unless related to official School business. Solicitation or distribution of written materials by non-employees is strictly prohibited.

Use of School Communication Equipment and Technology

All School owned communications equipment and technology, including computers, electronic mail systems, voicemail systems, internet access, software, telephone systems, document transmission systems and handheld data processing systems remain the property of the School and are provided to the employee to carry out business on behalf of the School, unless previously authorized for non-business use. Employees have no expectation of privacy in any communications made using School owned equipment and technology. Communications (including any attached message or data) made using School owned communications equipment and technology are subject to review, inspection and monitoring by the School.

Employees should not use personal devices or email accounts for MPS-related communications. Such communications should only take place using MPS-issued devices and via the employee's MPS email account.

Additionally, the School uses technology protection measures that protect against Internet access (by both minors and adults) to visual depictions that are obscene, child pornography and/or with respect to use by minors, images harmful to minors. These measures may include, but are not limited to, installing a blocking system to block specific internet sites, setting Internet browsers to block access to adult sites, using a filtering system that will filter all Internet traffic and report potential instances of misuse and using a spam filter.

Passwords used in connection with the School's communications equipment and technology are intended to restrict unauthorized use only, not to restrict access of authorized School employees. Therefore, employees are required to provide to **the I.T. Coordinator** all passwords used in connection with the School's communications equipment and technology any time the employee's passwords are created or change. In addition, employees are required to safeguard their passwords to limit unauthorized use of computers by minors in accordance with the Student Internet Use Policy and Agreement. Employees that do not safeguard their passwords from unauthorized student use, or that allow a student to access computers in violation of the Student Internet Use Policy and Agreement, will be subject to discipline, up to and including termination.

Internet use is for business purposes only. All employees using the internet through the School's communications equipment and technology must respect all copyright laws. Employees are not permitted to copy, retrieve, modify or forward copyrighted materials unless authorized by law or with express written permission of the owner of the copyright. Employees are not permitted to use the School's communications equipment and technology to view visual images that are obscene, child pornography and/or images harmful to minors.

The email system and internet access are not to be used in any way that may be disruptive, harassing or offensive to others, illegal or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets or anything else that may be construed as harassment or disparagement of others based on their race, national origin, gender, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted. The e-mail system and internet access are not to be used in any manner that is against the policies of the School, contrary to the best interest of the School or for personal gain or profit of the employee against the interests of the School. Employees must not use the School's

communications equipment and technology for the unauthorized disclosure, use and dissemination of personal information regarding students.

Social Media

If an employee decides to post information on the Internet (i.e., blog, Facebook, Instagram, Twitter, etc.) that discusses any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including its computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be adhered to;
- Employees must make clear that the views expressed in their blogs are their own and not those of the School;
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;
- Employees are not authorized to publish any confidential information maintained by the School;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors;
- Employees must comply with all School policies, including, but not limited to, rules against sexual harassment and retaliation.

The School reserves the right to take disciplinary action against any employee whose blog violates this or other School policies.

Participation in Recreational or Social Activities

Employees may participate in activities sponsored by or supported by the School. Participation in such activities is strictly voluntary. As such, employees have no

obligation to participate in recreational or social activities and no employee has work-related duties requiring such participation. An employee's participation in social and recreational activities is at the employee's own risk and the School disclaims any and all liability arising out of the employee's participation in these activities.

Personnel Files and Record Keeping Protocols

At the time of employment, a personnel file is established for each employee. It is each employee's responsibility to keep **the Principal (or MERF Human Resources for MERF employees)** advised of changes that should be reflected in their personnel file by making the changes in the Paycom Employee Self Service Portal. Such changes include: change in name, address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact an employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in the file. MPS will restrict disclosure of personnel files to authorized individuals within the School. A request for information contained in the personnel file must be directed to **the Principal (or MERF Human Resources for MERF employees)**. Only **the Principal and MERF Human Resources** or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required. Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from

an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

Intellectual Property Rights

Any intellectual property, such as trademarks, copyrights and patents, and any work created by an employee in the course of employment at the School shall be the property of the School and the employee is deemed to have waived all rights in favor of the School. Work, for the purpose of this policy refers to written, creative or media work. All source material used in presentation or written documents must be acknowledged.

Media Contacts

All media inquiries regarding the School and its operations must be referred to the **CEO**. Only the **CEO** is authorized to make or approve public statements pertaining to the School or its operations, although, public employees do not lose the right to speak on matters of public importance. No employee, unless specifically designated by the **CEO**, is authorized to make statements to the media on behalf of the School. Any employee who would like to write and/or publish an article, paper, or other publication on behalf of the School must obtain approval from the **CEO** before publication.

HOURS OF WORK, OVERTIME AND ATTENDANCE

Work Hours and Schedules

The School's normal working hours are from **7:30 a.m. to 4:00 p.m.***, Monday through Friday. The work schedule for hourly non-exempt employees may vary. Each employee will be assigned a work schedule by their supervisor. Typical working hours for hourly non-exempt employees may be as follows:*

Regular working hours	
<i>School Level: Full-time office staff</i>	7:30 a.m. – 4:00 p.m. (Included: meal break for thirty (30) minutes and two ten (10) - minute breaks)
<i>School Level: All other full-time employees</i>	7:45 a.m. – 4:00 p.m. (Included: meal break for thirty (30) minutes and two ten (10) - minute breaks)
<i>CMO Level: All full-time MERF employees</i>	8:30 a.m. – 5:00 p.m. (Included: meal break for thirty (30) minutes and two ten (10) - minute breaks)
Summer working hours between the school year end date and the new school year in-service start date	
<i>School Level: All full-time employees</i>	9:00 a.m. – 2:00 p.m. (Included: two ten (10) -minute breaks)
<i>CMO Level: All full-time MERF employees</i>	9:00 a.m. – 3:00 p.m. (Included: meal break for thirty (30) minutes and two ten (10) - minute breaks)

* Working hours may vary from one School site to another.

Employee work schedules may fluctuate depending on the workload:

- Employees may have to work hours beyond their normal schedules as work demands require.
- Hourly/non-exempt employees may be subject to reduced hours during summer.
- Employees are expected to attend weekly staff meetings and other mandatory training and meetings. Please see section L for additional information on “Mandatory Training and Meetings.”
- Full-time teachers may be required to supplement regular curricular activities through after school programs, including tutoring and clubs. Each full-time

teaching staff is expected to offer at least two after school programs per week.

- As directed by the **Principal**, employees may be required to conduct home visits to develop a positive school-home relationship that supports student achievement.
- As directed by the **Principal**, employees may also be required to attend school events and activities, including but not limited to, parent conferences, student/parent orientation, back-to-school nights, parent/community meetings, and any other school events and activities that occur during or outside of normal school day.
- Employees are expected to perform other duties as requested by their **direct supervisor**.

Overtime

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee’s job description. Generally, teachers and administrators are exempt. Non-exempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for non-exempt employees. MPS will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized in writing by the **Principal (or MERF Human Resources for MERF employees.)** MPS provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first

eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

Make Up Time

An employee may make a written request to make up work time that is or would be lost as a result of a personal obligation. It is at the sole discretion of the School to approve or reject the request. The hours of that make up work may only be performed in the same workweek in which the work time was lost and must not exceed eleven (11) hours of work in one day or forty (40) hours of work in one week. The employee is responsible for recording time worked and taking all applicable rest and meal breaks during make up time. Make up time is not encouraged.

Wage Attachments and Garnishments

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of an employee's earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented a second garnishment request concerning an employee, **the Principal (or MERF Human Resources for MERF employees)** will adhere to the request and provide a copy of the legal documentation to the employee.

Work Breaks

Non-exempt employees working at least five (5) hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday, but by no later than the end of the fifth hour of the workday. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and MPS mutually consent to the waiver in writing.

Non-exempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. Employees are prohibited from combining meal and rest period time. An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods.

Lactation Accommodation

MPS accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the non-exempt employee shall be unpaid.

MPS will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

Pay Days

For **all employees**, payday is scheduled on the fifteenth (15th) and the last day of the month. For full-time classified and home office employees, the School pays in twenty-four (24) pay periods. For all full-time credentialed employees, the school pays in twenty-two (22) pay periods. The last pay period of the school year ends on June 30th. Each paycheck will include earnings for all reported work performed through the end of the payroll period and is subject to regular withholdings. In the event that a regularly scheduled payday falls on a weekend or holiday, employees will receive their pay on the next day of work after the day(s) off.

You should promptly notify **the Principal (or MERF Human Resources for MERF employees)** if you have a question regarding the calculations of your paycheck; any corrections will be noted and will appear on the following payroll.

Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.

State Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.

Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.

State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Every deduction from your paycheck is explained on your check voucher. If you do not understand the deductions, ask the **MERF Human Resources** to explain them to you.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to **the Principal (or MERF Human Resources for MERF employees)**. The School's business office maintains a supply of these forms.

All Federal, State and Social Security taxes will be automatically deducted from paychecks. The Federal Withholding Tax deduction is determined by the employee's W-4 form, which should be completed upon hire. It is the employee's responsibility to report any changes in filing status to **the Principal (or MERF Human Resources for MERF employees)** by updating his/her Paycom Employee Self Service Portal. It is also the employee's responsibility to fill out a new W-4 form if his/her filing status changes.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

The School offers programs and benefits beyond those required by law. Employees who wish to participate in these programs may voluntarily authorize deductions from their paychecks.

Salary Compensation for Partial Pay Period

Salary payments to employees who are employed for less than a full pay period because of leave without pay, separation from employment for any reason, or employment at dates other than the beginning or the end of the pay period are computed on the basis of actual working days in the month. For this purpose, working days are considered to be forty (40)

hours Monday through Friday unless otherwise specified.

For teaching staff, the actual working days start on the first day of summer teacher in-service and end on the last day of school or on the end-of-year school wrap-up day, whichever is later.

Pay Rate Schedule

Pay is primarily determined by the work classification, employee qualifications, years of service, and individual performance. The School uses a Board approved employee pay raise scale to determine salaries for **full-time employees**. Please refer to the scale for details.

Full-time teaching staff will be compensated for covering absent colleagues at the rate of twenty-five dollars (\$25) per regular course period and fifteen dollars (\$15) per half-course period, e.g., SSR or Advisory, unless indicated differently on the individual's employment agreement.

Attendance Policy

Employees are expected to adhere to regular attendance and to be punctual. If you find it necessary to be absent or late, you are expected to arrange it in advance with **your direct supervisor**. If it is not possible to arrange your absence or tardiness in advance, you must notify **your direct supervisor** no later than one-half (1/2) hour before the start of your workday. If you are a teacher, you are also responsible to have a substitute folder for use when you are absent from school. If you are absent from work longer than one day, you are expected to keep **your direct supervisor** sufficiently informed of your situation.

Excessive absenteeism and tardiness will not be tolerated and will lead to disciplinary action, up to and including termination. An absence or tardiness without notification to **your direct supervisor** will lead to disciplinary action, up to and including termination.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with the School. Absence for more than three (3) consecutive days without notifying the Principal will be considered a voluntary resignation from employment.

Time/Cards/Records

By law, MPS is obligated to keep accurate records of the time worked by non-exempt employees. Such employees shall be required to utilize the School's time card system.

Non-exempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The time card indicates when the employee arrived and when the employee departed. All non-exempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Non-exempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their time card or makes an error on the time card, the employee must contact the Principal to make the correction and such correction must be initialed by both the employee and the Principal.

Non-exempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

No one may record hours worked on another's worksheet. Any employee who violates any

aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with the School.

Mandatory Training and Meetings

Employees may be required to attend trainings, lectures and meetings outside of regular working hours. All teaching staff and school administrators are required to attend summer inservices, weekly staff meetings, and other mandatory training and meetings as directed by the **Principal**.

The School will pay non-exempt employees for attendance at mandatory trainings, lectures and meetings outside of regular working hours.

All mandatory trainings, lectures and meetings will be identified as such. The School will not pay non-exempt employees for attendance at voluntary trainings. If you are unsure about the characterization of an offered training, lecture or meeting, please contact **your direct supervisor** before attending. All staff will be paid for mandatory trainings only.

All non-exempt employees must accurately reflect attendance at all mandatory trainings, lectures and meetings outside of regular working hours on their time records.

Expense Reimbursements

The School may reimburse employees for certain reasonably necessary expenses incurred in the furtherance of School business, including, but not limited to, fingerprint processing fees, TB test fees, First Aid & CPR fees, fees of exams that lead to professional certification (CSET, CTEL, CLAD, CPACE, etc.) and other approved School business and profession related expenses. Credential fees, university entrance exam fees, US Constitution exam fees, and fees for basic skills tests such as CBEST, RICA, etc., are not reimbursable. Please refer to the MPS Tuition Reimbursement policy for professional development opportunities and certification programs reimbursed by the School.

In order to be eligible for reimbursement, employees must follow the protocol set forth in the School's policy regarding expenditures, a copy of which may be obtained from the **Principal (or MERF Human Resources for MERF employees)**. In general, all expenses must have been previously approved **in CoolSIS or another form of electronic communication or form designated by school administration by the Principal (or the CEO (or designee) for MERF employees)**. All reimbursement forms must be completed in its entirety and submitted **in CoolSIS**.

STANDARDS OF CONDUCT

Personal Appearance/Standards of Dress

MPS employees serve as role models to the School's students. All employees should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

Employees are encouraged to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all employees shall adhere to the following standards of dress:

- 1) Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in women's dresses or skirts that are no higher than three (3) inches above the knee.
- 2) Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection. All hats are to be removed upon entering school buildings. For exceptions to this policy, prior approval must be granted by the Principal.
- 3) Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Jeans are not permitted. Shorts should be modest in length and should be no higher than three (3) inches above the knee.
- 4) Skirts and dresses should be no higher than three (3) inches above the knee.

- 5) All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.
- 6) For safety purposes, earrings must not dangle more than one (1) inch below the ear.
- 7) Clothing or jewelry with logos that depict and/or promote gangs, drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
- 8) Appropriate shoes must be worn at all times.
- 9) Employees may not display tattoos on their bodies. If an employee has a tattoo that is visible, it is the employee's responsibility to ensure that it is not visible during working hours.
- 10) Your direct supervisor will inform you of any specific dress requirements for your position.

Prohibited Conduct

The School expects that all employees will conduct themselves in a professional and courteous manner while on duty. Employees engaging in misconduct will be subject to disciplinary action up to and including termination of employment. The following is a list of conduct that is prohibited by the School. This list is not exhaustive and is intended only to provide you with examples of the type of conduct that will not be tolerated by the School. The specification of this list of conduct in no way alters the employment relationship the employee has with the School.

- Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority;
- Inefficiency - including deliberate restriction of output, carelessness or

- unnecessary wastes of time or material, neglect of job, duties or responsibilities;
- Unacceptable job performance;
 - Release of confidential information without authorization;
 - Unexcused/unreported absence and/or lack of punctuality;
 - Abuse of sick leave;
 - Working unauthorized overtime or refusing to work assigned overtime;
 - Misuse of School property or funds;
 - Unauthorized use of School equipment, materials, time or property;
 - Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
 - Failure to keep a required license, certification or permit current and in good standing;
 - Horseplay;
 - Sleeping or malingering on the job;
 - Refusal to speak to supervisor or other employees;
 - Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls;
 - Posting any notices on School premises without prior written approval of management unless posting is on a School bulletin board designated for employee postings;
 - Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter, is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks;
 - Failure to comply with the School's safety procedures;
 - Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment;
 - Immoral or indecent conduct;
 - Fighting or instigating a fight on School premises;
 - Gambling on school premises;
 - Use of profane, abuse or threatening language in conversations with other employees and/or intimidating or interfering with other employees;
 - Possession of or reporting to work while under the influence of alcohol or illegal drugs and controlled substances;
 - Dishonesty;
 - Falsification, fraud or omission of pertinent information when applying for a position;
 - Recording the work time of any other employee, or allowing any other employee to record time on your time record or falsifying any time record;
 - Theft or embezzlement;
 - Willful destruction of property;
 - Conviction of a felony or conviction of a misdemeanor making the employee unfit for the position;
 - Possession of firearms, or any other dangerous weapon, while acting within the course of School of your employment with the School;
 - Violation of the discrimination, harassment or retaliation policy;
 - Engaging in sabotage or espionage (industrial or otherwise);
 - Any willful act that endangers the safety, health or wellbeing of another individual;
 - Any act of sufficient magnitude to cause disruption of work or gross discredit to the school;
 - Failure to follow any known policy or procedure of the School or gross negligence that results in a loss to the School;
 - Violations of federal, state or local laws affecting the organization or your employment with the organization; and
 - Failure to possess or maintain the credential/certificate required of the position.

Off-Duty Conduct

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School;
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School;
- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School;
- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and;
- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the

additional employment. If the additional employment is authorized, the School assumes no responsibility for it. MPS shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

EMPLOYEE BENEFITS

Holidays and Vacation

Legal Holidays

All **full-time** employees will receive the following paid legal holidays in 2018-19:

<u>Legal Holidays</u>	<u>Dates</u>
Labor Day	September 3, 2018
Veterans Day	November 12, 2018
Thanksgiving Day*	November 22, 2018
Christmas Day**	December 25, 2018
New Year's Day**	January 1, 2019
M. L. King Day	January 21, 2019
Presidents' Day	February 18, 2019
Cesar Chavez Day	April 1, 2019
Memorial Day	May 27, 2019
Independence Day	July 4, 2019

* Falls during Thanksgiving Break

** Falls during Winter Break

School Breaks

All **full-time** employees will receive the following paid school breaks:

- Thanksgiving Break (including the Thanksgiving Day)
- Winter Break (including the Christmas Day and New Year's Day)
- Spring Break

Typically, **full-time teaching staff** will have five (5) days of paid Thanksgiving break, fifteen (15) days of paid winter break, and five (5) days of paid spring break. **School administrators, school classified employees, and MERF**

employees will have three (3) days of paid Thanksgiving break, three (3) days of paid spring break, and eleven (11) days of paid winter break. Part-time employees are not compensated during the Thanksgiving, winter and spring breaks.

Full-time **education specialists** and **college advisors** at the school sites will be treated as teaching staff for the purpose of holidays and vacation. If you have any questions about your classification, please consult with **MERF Human Resources**.

School Breaks	Dates
Full-time teaching staff:	
Thanksgiving Break	November 19-23, 2018
Winter Break	December 17, 2018 – January 04, 2019
Spring Break	April 15, 2019 – April 19, 2019
School administrators, school classified employees, and MERF employees:	
Thanksgiving Break	November 21-23, 2018
Winter Break	December 19, 2018 – January 04, 2019
Spring Break	April 17-19, 2019

If a school site has a different schedule of breaks and/or additional breaks other than those listed above, such as fall break, Presidents’ week, etc., the general rule of thumb is that full-time teaching staff will take the whole break off in the school calendar while the school administrators and school classified employees will have two (2) days less off.

Summer working hours apply on the days of school breaks that full-time teaching staff takes off and school administrators, school classified employees, and MERF employees work.

Floating Holidays

All MPS Employees are eligible to receive two (2) floating holidays each school year. Floating holidays cannot be cashed out but they do rollover.

Vacation

The School provides vacation benefits to eligible employees to enable them to take paid time off for rest and recreation. Vacation is provided to prevent overworking. The School believes that this time is valuable for employees in order to enhance their productivity and to make their work experience with the School personally satisfying.

All **full-time** employees*** accrue vacation from the date of hire at the following accrual rates:

Type of Staff	Vacation Accrual
School administrators	Hours will accrue per pay period up to 160 hours (6.67 hours per pay period) per year
School classified employees	Hours will accrue per pay period up to 120 hours (5 hours per pay period) per year
MERF employees	Hours will accrue per pay period up to 160 hours (6.67 hours per pay period) per year

Vacation time may not be utilized before it is earned. Vacation accruals may not exceed an employee’s current annual entitlement, plus 80 hours. When some vacation is used, vacation compensation will begin to accrue again. There is no retroactive grant of vacation compensation for the period of time the accrued vacation compensation was at the cap.

No vacation accrues during any unpaid leave of absence or while on disability salary continuation. Vacation accruals recommence with the employee returns to work.

On termination of employment, the employee is paid all accrued, unused vacation at the employee’s base rate of pay at the time of his or her separation from employment.

Typically, employees are expected to use all their accrued vacation during the summer between the school year end date and the new school year in-service start date, unless otherwise agreed to by the employee and his or her direct supervisor. However, the School may attempt to have some of its employees stagger vacations in an effort to avoid affecting services. Therefore, all vacations must be approved in advance by **your direct supervisor**, who will make every effort to accommodate each employee. The CEO may grant an extension for staff to use their accrued but unused vacation outside of the parameters listed above to prevent loss of earned vacation. Vacation requests must be made at least two (2) weeks prior to the desired vacation time. Job requirements will always have precedence over vacation schedules.

***** Teaching staff** does not accrue vacation. Full-time teaching staff works on an 11-month work schedule, i.e., August through June if the last day of school falls in June, and receives pay over an 11-month pay period, i.e., August through June.

For full-time teaching staff, the actual working days start on the first day of summer teacher in-service and end on the last day of school or on the end-of-year school wrap-up day, whichever is later.

Any accrued but unused vacation will not be paid out at the end of the school year. Nonetheless, all employees are entitled to have their unused vacation time paid out upon separation from the School.

Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, MPS offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Additionally, employees may use sick leave during public

health emergencies resulting in the closure of MPS, the employee's child care provider, or the school of the employee's child. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings, or any individual related by blood or affinity whose close association with the employee is the equivalent of a family relationship) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

Paid sick leave is available to all MPS employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment, and who work at least two (2) hours per week. For part-time employees, MPS will track sick leave based on the number of hours worked. Part-time staff will be credited with 24 hours of sick leave at the start of the school year. All full-time employees will be credited with forty-eight (48) hours of sick leave at the beginning of each school year.

Furthermore, all full-time employees will accrue additional sick leave for each pay period worked up to a maximum of eighty (80) hours per year.

Employees cannot use paid sick leave until the ninetieth (30th) calendar day following the employee's start date. Sick leave must be taken by eligible employees in increments of two (2) hours.

Sick leave is intended to be used only when actually required to recover from illness or injury; sick leave is not for "personal" absences. MPS will not tolerate abuse or misuse of your sick leave privilege. If you are absent longer than three (3) days due to illness, medical evidence of your illness and/or medical certification of your fitness to return to work satisfactory to the School may be required. MPS may withhold sick pay if it suspects that sick leave has been misused.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave, if eligible under applicable medical leave law, depending upon the facts and circumstances of the employee's basis for leave beyond the accrued sick leave. If an employee is not eligible for any applicable medical leave and has exhausted all paid sick leave, the employee will not be paid for time not worked. Employee requests for unpaid medical leave must be approved in advance by the School.

Unused sick leave carries over from school year to school year for all employees up to a maximum of eight (80) hours. At its sole discretion, the School may offer to buy back unused paid sick leave days at the employee's rate of pay or \$150 per day, whichever is lower, by the end of June. Employees must work for the School for at least thirty (30) days before they may be eligible for the School to buy back their paid sick leave. The School will not buy back any paid sick leave from employees who (1) fail to work for the School for thirty (30) continuous days, or (2) are separated from the School based on misconduct, unprofessionalism, or suspicion of the same.

Personal Necessity Leave:

A full-time employee may elect to use up to five (5) days of accumulated sick leave each school year for personal necessity including any of the following specific reasons:

- Death or serious illness of a member of his/her immediate family (this is in addition to normal bereavement leave);
- Accident involving his/her person or property or the person or property of a member of his/her immediate family;
- Appearance in court as a litigant, or as a witness under official order;
- Adoption of a child;
- The birth of a child making it necessary for an employee who is the parent of the

child to be absent from his/her position during the work hours;

- Business matters which cannot reasonably be conducted outside the workday.

Employees must request personal necessity leave at least one (1) day in advance unless an emergency situation occurs. Personal necessity leave is not vacation but rather part of the sick leave policy. Personal necessity leave does not carry over from school year to school year.

INSURANCE BENEFITS

Health Insurance

Full-time employees are entitled to health insurance benefits in accordance with applicable law and the School's health insurance plan. The School will cover one-hundred (**100%**) percent of the premium for employees who chose the HMO option and one-hundred (**100%**) percent of the premium to enroll dependents in the same program. The employee's portion of monthly premiums will be deducted from the employee's paycheck for PPO selections only. The School may reimburse the employee at the rate of \$150 per month if he or she is enrolled in a separate health insurance benefit program and declines the employer-sponsored health insurance benefits in writing by no later than September of each year. MPS will not reimburse employees who will receive or have health insurance coverage through an actively working spouse of MPS.

Part-time employees working less than 30 hours per week are not entitled to benefits provided by the School. Independent contractors, consultants and leased employees (i.e., those working for an employment agency) are not employees of the School and are not eligible for benefits provided by the School.

If medical insurance premium rates increase, employees may be required to contribute to the cost of increased premiums to retain coverage. Unless otherwise mandated by law, employees on a leave of absence are responsible for selecting continuing health coverage and paying the premium for such coverage. Failure to timely request and pay for such coverage will result in the loss of coverage.

When Coverage Starts

Employee coverage will begin on the first day of employment or if hired mid-month it will start on the first day of the next month. An enrollment form must be submitted to the MERF Human Resources as soon as possible. This form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for coverage.

Disability Insurance

All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage-replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work related injuries, or may be eligible for work related injuries if they are receiving workers' compensation at a weekly rate less than the SDI rate. Specific rules and regulations relating to SDI eligibility are available from the **MERF Human Resources**.

Family Leave Insurance

Employees covered by the California Disability Insurance program are also covered by the California Paid Family Leave Insurance program. Eligible employees are entitled to receive up to six (6) weeks of wage replacement benefits when they suffer a wage loss for taking time off to care for a seriously ill child, spouse, parent or domestic partner or to bond with a new child within one year of birth or placement of the child in connection with foster care or adoption. Specific rules and regulations relating the Family Leave Insurance are available from the **MERF Human Resources**.

Life Insurance

Life insurance is provided by MetLife . All full-time employees will be covered upon hire. Please reach out to your Human Resources department for coverage details.

Workers' Compensation Insurance

Eligible employees are entitled to Workers' Compensation Insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee. See below for a further description of making a claim for Workers' Compensation Insurance benefits.

COBRA Benefits

Continuation of Medical and/or Dental Benefits:

When coverage under the School's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage plus any other applicable fees.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to 18 months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee, making the employee ineligible for the plan.

This eighteen (18)-month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18)-month period also may be extended an additional eighteen (18) months if other events (such as a divorce or

death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and his/her spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but the employee's spouse has not yet reach age sixty-five (65); or
- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

MPS will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, die, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within thirty (30) days of the event. MPS will then notify the employee or his/her dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- You (or your spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing

condition you (or your spouse or child, as applicable) may have;

- MPS stops providing group health benefits;
- You (or your spouse or child) become entitled to Medicare; or
- You extended coverage for up to twenty-nine (29)-months due to disability and there has been a final determination that you are no longer disabled.

LEAVES OF ABSENCE

Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA leave in any twelve (12) month period for the purposes enumerated below. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as "FMLA leave."

Employee Eligibility Criteria:

To be eligible for FMLA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the FMLA leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of baby-bonding where the threshold is twenty (20) employees).

Events that may Entitle an Employee to FMLA Leave:

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA allowance includes any time taken (with or without pay) for any of the following reasons:

- To care for the employee’s newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they will be entitled to a combined total of twelve (12) weeks of leave for this purpose;
- Because of the employee’s own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School’s separate pregnancy disability policy);
 - a. A “serious health condition” is an illness, injury (including, but not limited to on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or (2) continuing treatment, including, but not limited to, treatment for substance abuse.
 - b. “Inpatient care” means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an “inpatient” when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
 - c. “Incapacity” means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
 - d. “Continuing treatment” means ongoing medical treatment or supervision by a health care provider.
- To care for a spouse, domestic partner, child, or parent with a serious health condition or military service-related injury. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) month period to provide said care;
- For any “qualifying exigency” because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces;

Amount of FMLA Leave Which May Be Taken:

- FMLA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. “Twelve workweeks” means the equivalent of twelve (12) of the employee’s normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, “twelve workweeks” means sixty (60) working and/or paid eight (8) hour days.
- In addition to the twelve (12) workweeks of FMLA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a

covered Armed Forces service member shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the service member.

- The “twelve month period” in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.
- If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the School’s business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School’s activities have ceased do not count against the employee’s FMLA leave entitlement. Similarly, if an employee uses FMLA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee’s CFRA entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

Pay during FMLA Leave:

- An employee on FMLA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law

- An employee on FMLA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA leave.
- If an employee has exhausted his/her sick leave, leave taken under FMLA shall be unpaid leave.
- The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA leave. Sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.

Health Benefits:

The provisions of the School’s various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

MPS may recover the health benefit costs paid on behalf of an employee during his/her FMLA leave if:

- The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An

employee is deemed to have “failed to return from leave” if he/she works less than thirty (30) days after returning from FMLA leave; and

- The employee’s failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave, or other circumstances beyond the control of the employee.

Seniority:

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he/she had when the leave commenced. An employee who was absent from work while fulfilling his or her covered service obligation under the Uniformed Services Employment and Reemployment Rights Act (USERRA) shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service.

Medical Certifications:

- An employee requesting FMLA leave because of his/her own or a relative’s serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School’s request for certification) may result in denial of the leave request until such certification is provided.
- The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is

necessary in order to make the certification complete and sufficient. The School may contact the employee’s health care provider to authenticate a certification as needed.

- If the School has reason to doubt the medical certification supporting a leave because of the employee’s own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
- Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

Procedures for Requesting and Scheduling FMLA Leave:

- An employee should request FMLA leave by completing a Request for Leave form and submitting it to **the Principal (or MERF Human Resources for MERF employees)**. An employee asking for a Request for Leave form will be given a copy of the School’s then-current FMLA leave policy.
- Employees should provide not less than thirty (30) days’ notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.
- Where possible, employees must make a reasonable effort to schedule foreseeable

planned medical treatments so as not to unduly disrupt the School's operations.

- If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
- If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
- If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
- The School will respond to an FMLA leave request no later than five (5) days of receiving the request. If an FMLA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work:

- Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and grievous injury to the School's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.
- When a request for FMLA leave is granted to an employee (other than a "key" employee), the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
- Before an employee will be permitted to return from FMLA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.
- If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

Limitations on Reinstatement

- MPS may refuse to reinstate a "key" employee if the refusal is necessary to prevent substantial and grievous injury to the School's operations. A "key" employee is an exempt salaried employee who is among the highest paid 10% of the School's employees within seventy-

five (75) miles of the employee's worksite.

- A "key" employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a "key" employee and the potential consequences with respect to reinstatement and maintenance of health benefits if the School determines that substantial and grievous injury to the School's operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, the School will notify the "key" employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee's reinstatement would cause the School to suffer substantial and grievous injury. If the School realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.

Employment during Leave:

No employee, including employees on FMLA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

Pregnancy Disability Leave

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

Employee Eligibility Criteria:

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

Events That May Entitle an Employee to Pregnancy Disability Leave:

The four (4) -month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

- The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
- The employee needs to take time off for prenatal care.

Duration of Pregnancy Disability Leave:

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 1/3

weeks). For an employee who normally works forty-eight (48) hours per week, “four months” means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee’s pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

Pay During Pregnancy Disability Leave:

- An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
- The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
- Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

Health Benefits:

MPS shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12) - month period. MPS can recover premiums that

it already paid on behalf of an employee if both of the following conditions are met:

- The employee fails to return from leave after the designated leave period expires.
- The employee’s failure to return from leave is for a reason other than the following:
 - The employee is taking leave under the California Family Rights Act.
 - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
 - There is a non-pregnancy related medical condition requiring further leave.
 - Any other circumstance beyond the control of the employee.

Seniority:

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

Medical Certifications:

- An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
- Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

Requesting and Scheduling Pregnancy Disability Leave:

- An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Principal (or MERF Human Resources for MERF employees). An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.
- Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
- Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
- Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
- If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
- The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the

employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work:

- Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:
 - The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.
 - There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.
- When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of

the leave (with the limitations explained above).

- In accordance with MPS policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
- If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

Employment during Leave:

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

Medical Leave of Absence

At the discretion of **MERF Human Resources**, an unpaid medical leave of absence may be granted up to **sixty (60) working days** to employees who are not eligible for other leaves. Ask **MERF Human Resources** for information on medical leaves of absence, and any implications unpaid medical leave may have on your eligibility for employee benefits, including medical benefit plan coverage.

Unpaid Leave of Absence

MPS recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave, and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave. No vacation time is accrued during any type of unpaid leave of absence.

Funeral/Bereavement Leave

Employees will be allowed up to **five (5)** consecutive working days off to arrange and attend the funeral of an immediate family member. For purposes of this policy, an employee's immediate family member includes a parent, spouse, son/daughter, sister/brother, parents-in-law, grandparents, grandchild, sister/brother-in-law, son/daughter-in-law, or domestic partner.

If any employee requires more than **five (5)** days off for bereavement leave, the employee may use any accrued sick days, request additional unpaid leave or may request the opportunity to use any accrued vacation time, which may be granted at the discretion of the School. Bereavement pay will not be used in computing overtime pay.

Military and Military Spousal Leave of Absence

MPS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written

notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, MPS will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

MPS shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment

during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Advance notice of leave is required. Please inform **the Principal (or MERF Human Resources for MERF employees)** of anticipated military leave time as far in advance as possible. Accrued vacation will be paid during military leave at your request and health plan coverage continuance can be arranged for up to twenty-four (24) months during military leave if required premium payments are made by you. As with other leaves of absence, failure to return to work or to reapply within applicable time limits may result in termination of employment.

Drug and Alcohol Rehabilitation Leave

The School will reasonably accommodate an employee who voluntarily enters and participates in an alcohol or drug rehabilitation program, including potentially providing unpaid leave to participate in the program. The School will not pay for the costs incurred in attending a rehabilitation program. An employee who wishes to identify him or herself as an individual in need of the assistance of an alcohol or drug rehabilitation program may contact **MERF Human Resources**. The School will take all reasonable steps necessary to maintain the employee's privacy in this situation. The employee may use accrued sick leave or accrued vacation time, if any, during requested leave.

Nothing in this policy shall prohibit the School from refusing to hire or discharge an employee who, because of his or her current use of alcohol or drugs, is unable to perform his/her duties or cannot perform the duties in a manner that would not endanger his/her health or safety or the health or safety of others.

Time Off for Adult Literacy Programs

The School will reasonably accommodate and assist any employee who reveals a problem of illiteracy and requests employer assistance in enrolling in an adult literacy education program. Employees will be required to bear the cost associated with enrollment in an adult literacy education program, but the School will assist the employee by providing the locations of local literacy education programs. The School may also arrange for a literacy education provider to visit the School.

An employee who wishes to reveal a problem of illiteracy and request School assistance should contact **MERF Human Resources**. The School will take all reasonable steps to safeguard the employee's privacy. Nonexempt employees may use accrued vacation pay if available to make up for the work that is missed to attend literacy classes.

School Appearance and Activities Leave

As required by law, MPS will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per child per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of MPS, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Time Off to Serve as Election Official

Any employee who serves as an election official is eligible for unpaid leave on election day for purposes of service. Please notify **the Principal (or MERF Human Resources for MERF employees)** of your commitment to act as election official as far in advance as possible.

Time Off for Jury and Witness Duty

The School will provide employees unpaid leave to serve as required by law, on a jury or grand jury if the employee provides reasonable advance notice. The School will also provide employees unpaid leave to appear in court or other judicial proceeding as a witness, as permitted by law, to comply with a valid subpoena or other court order. Please notify **the Principal (or MERF Human Resources for MERF employees)** of your commitment to serve on a jury or as a witness as far in advance as possible.

Victims of Abuse Leave

MPS provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, or stalking. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, or that of the employee's child or children. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.

- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide MPS with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide MERF Human Resources one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, MPS will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact MERF Human Resources.

Time Off for Victims of Crime

An Employee who is a victim of certain crimes (violent felonies, felony thefts and serious

felonies as defined by law) or is an immediate family member of a victim, is a registered domestic partner of a victim or the child of a registered domestic partner of a victim will be given time off as necessary in accordance with the law. Employees may be required to provide reasonable advanced notice of the need for time off if feasible and documentation establishing the right to such time off may be requested. The School will take all reasonable steps to maintain the confidentiality of any employee requesting crime victim leave. Please notify **MERF Human Resources** of your need for time off as far in advance as possible. As applicable, an employee may use accrued vacation leave or sick leave for crime victim leave purposes.

Time Off for Volunteer Firefighters

Employees who perform emergency duties as volunteer firefighters, reserve peace officers or emergency rescue personnel will be given time off as necessary in accordance with the law. Employees are requested to alert **the Principal (or MERF Human Resources for MERF employees)** of their status as volunteer firefighters, reserve peace officers or emergency rescue personnel so that the School will have advanced notice of the employee's potential need to leave the School in the event of an emergency. Any time an employee must perform emergency duties, he/she must notify **the Principal (or MERF Human Resources for MERF employees)** before leaving the School's premises.

Time Off for Voting

Employees who do not have sufficient time outside of their regular working hours to vote in a statewide election may request time off to vote. If possible, employees should make their request at least two days in advance of the election. Up to two (2) hours of paid time off will be provided, at the beginning or the end of the employee's regular shift, whichever will allow the most free time for voting and the least time off work. Please contact **the Principal (or MERF Human Resources for MERF**

employees) to request and schedule time off to vote.

Industrial Injury Leave (Workers' Compensation)

MPS, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure you receive any worker's compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury to the Principal;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Principal; and
- Provide the School with a certification from your health care provider regarding the need for workers' compensation disability leave as well as your eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. MPS, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high

quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Principal and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Employees that are temporarily totally disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration of your leave will depend upon the rate of your recovery and the business needs of the School. Workers' compensation leave will run concurrently with any other applicable medical leave of absence.

Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to thirty (30) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave (“Donor Leave”), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

An employee must first use five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

Returning from Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor’s return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee

should give **the Principal (or MERF Human Resources for MERF employees)** thirty (30) days’ notice before returning from leave. Whenever the School is notified of an employee’s intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If employees need further information regarding Leaves of Absence, they should consult **MERF Human Resources**.

RETIREMENT

Certificated Staff Members

All certificated staff members who are eligible, including, but not limited to, administrators, counselors, school psychologists, special education program administrators, and teaching employees will participate in the State Teachers’ Retirement System (STRS).

Classified Staff Members

All full-time non-certificated staff members, including, but not limited to, office staff and instructional aides, are eligible to participate in the Public Employees’ Retirement System (PERS).

All part-time non-certificated employees hired to work six months or more become eligible to participate in PERS on the date of hire. For part-time employees, they become PERS members the first day of the next pay period after completion of 1,000 hours or 125 days in a fiscal year.

All non-credentialed employees also contribute to Social Security.

Oversight of Benefits

The HR Department and the Finance Department at the MPS Home Office are responsible for monitoring the appropriate administration of

benefits and ensuring appropriate arrangements for retirement coverage are made for all employees. The Charter School will make any contribution that is legally required of the employer, including STRS, PERS, Social Security, workers' compensation, and other payroll obligations.

All withholdings from employees and the Charter School will be forwarded to the STRS and PERS funds as required. Employees will accumulate service credit years in the same manner as all other members of STRS and PERS. The Charter School will submit all retirement data and will comply with all policies and procedures for payroll reporting. The Charter School assures that it will provide retirement information in a format required by the County.

EMPLOYMENT EVALUATION AND SEPARATION

Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by **his or her direct supervisor**. Performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties or recurring performance problems.

Your performance evaluations may review factors such as the quality and quantity of the work you perform, your knowledge of the job, your initiative, your work attitude, and your attitude toward others. The performance evaluations are intended to make you aware of your progress, areas for improvement and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions or retention of your job. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, you will be required to sign the evaluation report simply to acknowledge that it has been presented to you, that you have discussed it with **your**

direct supervisor, and that you are aware of its contents. The evaluation system or any failure to evaluate an employee in no way alters the at-will employment relationship.

Newly hired employees may have their performance goals reviewed by **your direct supervisor** within the first **ninety (90)** days of employment.

Discipline and Involuntary Termination

Violation of the School's policies and rules may warrant disciplinary action, which may take multiple forms, including verbal warnings, written warnings, suspensions and/or termination. The School's disciplinary system is informal and the School may, in its sole discretion, utilize any form of discipline it deems appropriate under the circumstances, up to and including termination of employment upon the first offense.

The disciplinary process will be determined by the School in light of the facts and circumstances of each case. Each situation will be considered in light of a variety of factors including, but not limited to, the seriousness of the situation, the employee's past conduct and length of service, and the nature of the employee's previous performance or incidents involving the employee. With the exception of substitute employees and temporary employees, these policies apply to all employees of the School and apply to all job-related activities of such employees.

Violations of the Employee Handbook, employment agreement, MPS charter, or applicable law are all independently and collectively considered misconduct and will result in disciplinary action up to and including release from at-will employment.

Voluntary Termination

Except if stated expressly otherwise by employment contract, either the employee or the School may terminate the at-will employment

relationship at any time, with or without notice and with or without cause. While it is not required, the School requests that at-will employees electing to resign give as much advance notice as possible (preferably two weeks) to allow the School to plan for your departure.

An exit interview will normally be scheduled on the last day of work with **your direct supervisor**. The purposes of the exit interview is to review eligibility for benefit conversion, to ensure that all necessary forms are completed, to collect any School property (including keys, equipment, documents and records) that may be in the employee's possession, to review the employee's obligations regarding confidential information, and to provide the employee with the opportunity to make any constructive comments and suggestions on improving the working environment at the School. The School appreciates receiving candid opinions of the employee's employment.

Pay at Time of Separation

Employees separated from employment will be paid for time worked according to applicable laws. For full-time employees who are employed for less than a full pay period in their last month, salary payments are computed on the basis of actual working days in the month. For this purpose, working days are considered to be forty (40) hours Monday through Friday unless otherwise specified.

The School will buy back all unused sick leave days from employees at the rate of \$150 per day or at the employee's current rate of pay, whichever is lower. Employees must work for the School for at least thirty (30) days before they may be eligible to receive their accrued, unused paid sick leave paid out upon job separation. Employees who are terminated based on misconduct or unprofessionalism, or who resign under suspicion of misconduct or unprofessionalism, are not eligible to have paid sick leave paid to them upon their separation from the School.

Pay for earned but unused vacation time will be provided to full-time employees at time of separation at the employee's current rate of pay. Final pay, including pay for any earned but unused sick leave days and vacation time, and if applicable, pay for summer holdback for full-time teaching staff, will be provided in accordance with applicable law.

References

All requests for references and employment verifications must be promptly directed to **your direct supervisor**. When contacted for a reference or employment verification, the School will only provide information concerning dates of employment, the title of the last position held, and length of service. Other employees may not provide any employment verifications or provide a professional reference on behalf of the School for another employee.

INTERNAL COMPLAINT REVIEW & OPEN DOOR

Open Door Policy

The School wishes to provide the most positive and productive work environment possible. To that end, it has an open door policy where it welcomes your questions, suggestions or complaints relating to your job, conditions of employment, the School or the treatment you are receiving. Other than in situations involving harassment (as outlined and described above), please contact **the Principal (or MERF Human Resources for MERF employees)** with your questions or concerns. If the situation is not resolved to your satisfaction, please contact **MERF Human Resources**, preferably in writing, who will further investigate the issue.

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, discrimination, and retaliation are addressed under the School's "Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation."

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 MERF employees)**:

- The complainant will bring the matter to the attention of **the Principal (or the CEO (or designee) for MERF 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 MERF 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 School's Board of Directors**, who will then confer with the Board and may conduct a fact-finding or authorize a third

party investigator on behalf of the Board. **The Board President or investigator** will report his or her findings to the Board for review and action, if necessary.

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

Policy for Complaints Against Employees:

(Complaints by Third Parties against Employees)

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

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

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

- **The Principal (or the CEO) (or designee)** shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
- In the event that **the Principal (or the CEO) (or designee)** finds that a complaint against an employee is valid, **the Principal (or the CEO) (or designee)** may take appropriate disciplinary action against the employee. As appropriate, **the Principal (or the CEO) (or designee)** may also simply counsel/reprimand employees as to their

conduct without initiating formal disciplinary measures.

- **The Principal's (or the CEO's) (or designee's)** decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board 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 MERF

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.

AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

MPS reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

APPENDIX A

HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

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

If you are an employee of the School, you may file this form with the COO, Principal, MERF Human Resources, or Board President.

Please review the School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

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 offender.

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

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed, or discriminated or retaliated against, 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.

Signature of Complainant

Date: _____

Print Name

Received by: _____

Date: _____

APPENDIX B

INTERNAL COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

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

Signature of Complainant

Date: _____

Print Name

To be completed by School:

Received by: _____

Date: _____

	ITEM	PAGE	CHANGE	2018-2019 MPS EMPLOYEE HANDBOOK	2019-2020 MPS EMPLOYEE HANDBOOK	
	1	5	10	Change	All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.	All employees required to receive mandated reporter training. Employees must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of the employee's employment start date.
	2	7	16	Change	All current employees receive sexual harassment training every two (2) years.	All current employees receive sexual harassment training every school year.
	3	8	24	Add	X	Employee Classification Table
	4	9	25	Delete/Add	between the school year end date and the new school year in-service start date	Below schedule applies to summer, Thanksgiving, winter, and spring breaks.
	5	10	25	Change	Summer working hours	Reduced working hours
	6	11	25	Change	Hourly/non-exempt employees may be subject to reduced hours during summer.	Hourly/non-exempt employees may be subject to reduced hours during break schedule based on MPS's school calendar.
	7	12	27	Update	Lactation accommodation	Updated law as of January 1, 2019 about "Lactation" to be embedded
	8	13	27	Add	X	The total number of pay periods may vary depending on the starting and ending date of employment.
	9	14	27	Change	employees will receive their pay on the next day of work after the day(s) off.	employees will receive their pay no later than the next day of work after the day(s) off.
	10	15	28	Change	The School's business office maintains a supply of these forms.	Human Resources Department maintains a supply of these forms.
	11	16	28	Change	The School uses a Board approved employee pay raise scale to determine salaries for full-time employees. Please refer to the scale for details.	The School uses the Board approved employee pay raise scales to determine the salaries for full-time teaching staff and non-classroom based academic personnels and school leaders. Home Office employees' pay is determined by the MPS Board approved salary band. Please refer to the scales for details. For school level classified employees, the pay is primarily determined by the work classification and individual performance.
	12	17	29	Add	X	Disciplinary Action Chart for Tardiness
	13	18	29	Add	X	School and MPS organized In-Service and Professional Development days are considered regular working days, employees are expected to be present on those days.
	14	19	30	Change	If an employee forgets to mark their time card or makes an error on the time card, the employee must contact the Principal to make the correction and such correction must be initiated by both the employee and the Principal.	If an employee forgets to mark their time card or makes an error on the time card, the employee must contact the Principal to make the correction and such correction request must be approved by the Principal.
	15	20	30	Change	No one may record hours worked on another's worksheet.	No one may record hours worked on another's time card.
	16	21	30	Change	Employees may be required to attend trainings, lectures and meetings outside of regular working hours.	Employees may be required to attend online/onsite trainings, lectures and meetings outside of regular working hours.
	17	22	30	Add	X	All staff will be paid for the total hours of mandatory trainings plus travel time and mileage reimbursement (if applicable) with respect to MPS Reimbursement Policy.
	18	23	31	Change	In general, all expenses must have been previously approved in CoolSIS or another form of electronic communication or form designated by school administration by the Principal (or the CEO (or designee) for MERF employees). All reimbursement forms must be completed in its entirety and submitted in CoolSIS.	In order to be eligible for reimbursement, employees must follow the protocol set forth in the MERF's policy regarding expenditures, a copy of which may be obtained from the Principal (or MERF Human Resources for MERF employees). MERF Purchase Policies and Procedures Manual requires all employee expense or purchase plans to be pre-approved by his/her supervisor. All new and continuing tuition reimbursement requests must be pre-approved annually by employee's supervisor as stated in the MPS Tuition Policy.
	19	24	31	Add	X	Please refer to the MPS Tuition Reimbursement policy for professional development opportunities and certification programs reimbursed by the School.
	20	25	34	Change	Legal holidays 2018-2019 table and dates	Legal holidays 2019-2020 table and dates
	21	26	35	Change	Schools Breaks and Dates 2018-2019	Schools Breaks and Dates 2019-2020
	22	28	35	Change	Floating holidays cannot be cashed out but they do rollover.	Floating holidays cannot be cashed out and cannot be rolled over.
	23	30	36	Change	Vacation Accrual Table	Vacation Accrual Table added with max roll over and max year total amount
	24	31	36	Add	X	Maximum of 80 unused vacation hours can be rolled over for the next year. Vacation accruals may not exceed an employee's current annual entitlement, plus the 80 rolled over unused vacation hours (i.e. ***For school leaders and MERF employees; 160 hours of current year plus 80 hours rolled over from previous school year = 240, ****for full time classified; 120 hours of current year plus 80 hours rolled over from previous school year = 200).
	25	32	36	Delete	When some vacation is used, vacation hour will begin to accrue again.	X
	26	33	36	Change	On termination of employment, the employee is paid all accrued, unused vacation at the employee's base rate of pay at the time of his or her separation from employment.	On termination of employment, the eligible employee is paid all accrued, unused vacation at the employee's base rate of pay at the time of his or her separation from employment.
	27	34	36	Change	Typically, employees are expected to use all their accrued vacation during the summer between the school year end date and the new school year in-service start date, unless otherwise agreed to by the employee and his or her direct supervisor.	Employees are expected to use all their accrued vacation no later than July 31, 2020, unless otherwise agreed to by the employee and his or her direct supervisor upon the MPS CEO's approval.
	28	27	37	Change	Typically, full-time teaching staff will have five (5) days of paid Thanksgiving break, fifteen (15) days of paid winter break, and five (5) days of paid spring break. School administrators, school classified employees, and MERF employees will have three (3) days of paid Thanksgiving break, three (3) days of paid spring break, and eleven (11) days of paid winter break. Part-time employees are not compensated during the Thanksgiving, winter and spring breaks.	Typically, full-time teaching staff will have five (5) days of paid Thanksgiving break, fifteen (15) days of paid winter break (ten (10) days of paid winter break for San Diego), and five (5) days of paid spring break. School administrators, school classified employees, and MERF employees will have three (3) days of paid Thanksgiving break, three (3) days of paid spring break, and thirteen (13) days of paid winter break (eight (8) days of paid winter break for San Diego). Part-time employees are not compensated during the Thanksgiving, winter and spring breaks.
	29	29	37	Change	Sick leave must be taken by eligible employees in increments of two (2) hours.	Sick leave must be taken by eligible employees in increments of one (1) hour.
	30	35	37	Delete	Paid sick leave is available to all MPS employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment, and who work at least two (2) hours per week.	X

31	36	37	Change	For part-time employees, MPS will track sick leave based on the number of hours worked. Part-time staff will be credited with 24 hours of sick leave at the start of the school year. All full-time employees will be credited with forty-eight (48) hours of sick leave at the beginning of each school year. Furthermore, all full-time employees will accrue additional sick leave for each pay period worked up to a maximum of eighty (80) hours per year.	Part-time staff will be credited with 24 hours of sick leave at the start of the school year. All full-time employees will be credited with forty-eight (48) hours of sick leave at the beginning of each school year. Paid sick leave can be used by all MPS employees who work for at least thirty (30) days within the span of a single calendar year from the commencement of employment. In addition to the credited 48 hours, all 11-months full time employees will accrue 1.45 sick hours every pay period, whereas 12-months full time employees will accrue 1.33 sick hours every pay period. The maximum accrued sick hours per year is eighty (80).
32	37	37	Add	X	MPS Employee Sick Hours Table
33	3	38	Add	X	MERF offered benefit chart table
34	38	39	Change	The School may reimburse the employee at the rate of \$150 per month if he or she is enrolled in a separate health insurance benefit program and declines the employer-sponsored health insurance benefits in writing by no later than September of each year.	The School may reimburse the employee at the rate of \$150 per month if he or she is enrolled in a separate health insurance benefit program and declines all the employer-sponsored health insurance benefits (i.e. medical, vision, and dental) in writing by no later than September of each year.
35	39	39	Add	X	After the end of the open enrollment or once the employee selects a plan, he/she may not change/cancel from HMO to PPO or vice versa until the next open enrollment except if there is a qualifying event such as birth of a child, loss of coverage, marital status.
36	40	51	Change	Employees will be allowed up to five (5) consecutive working days off to arrange and attend the funeral of an immediate family member.	Employees will be allowed up to five (5) paid consecutive working days off to arrange and attend the funeral of an immediate family member
37	41	51	Add	X	Contact your principal or HR to request bereavement leave. All bereavement requests should be in writing to principal or HR.
38	42	57	Add	X	MERF may utilize secure online staff evaluation platform to evaluate staff performances.
39	43	60	Add	X	Employees can always utilize the Uniform Complaint Policy (UCP) form which exists in MPS website to file complaints.
40	1	GENERAL	Delete	such as Paycom	No wordings of specific companies such as Paycom, only Human Capital Management System is used
41	2	GENERAL	Format	Two column format	One column formatted
42	4	GENERAL	Delete/Add	such as Charter Safe	No wordings of specific companies such as Charter Safe. Added Electronic tools, website, onsite/online tools
43	6	GENERAL	Add	X	Surveillance camera wording will be added

Cover Sheet

Human Capital Management System (HCMS) RFP Update

Section: III. Discussion Items
Item: B. Human Capital Management System (HCMS) RFP Update
Purpose: Discuss
Submitted by:
Related Material: III B - HCMS RFP Update.pdf



Board Agenda Item #	III B – Discussion Item
Date:	05.07.2019
To:	Magnolia Board of Directors Stakeholders Committee
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Suat Acar, COO
RE:	Human Capital Management Systems (HCMS) RFP update

Proposed Board Motion

No action needed. **Discussion item** for now. This item will go to the full board on June 2019 MPS Regular Board Meeting.

Introduction

Magnolia Public Schools (MPS) home office assessed the Human Capital Management System (HCMS) currently implemented organizationally and the requisition process completed during the 2015-2016 school year. As a result of our assessment and to be compliant with audit requirements we decided to run a new Request for Proposals (RFP) for services beginning July 1, 2019 and ending June 30, 2022.

Background

MPS Home Office posted an RFP on March 25th 2019 on MPS website for calling vendors to respond through [this link](#). At the end of the RFP period 5 companies responded to the RFP:

1. Paycom (Our current HCMS vendor)
2. Ceridian
3. Paylocity
4. ADP
5. Ultimate
6. Onepoint

MPS home HR department is so glad to receive this many vendors to apply to this RFP. Therefore, we extended some timelines for the items in the RFP. We now revised the 1 on 1 presentation timeline to May 1st to May 17th interval & the related board action item will exist in the June 2019 MPS Regular Board Meeting. As soon as the 1 on 1 presentations are completed. The Evaluation Committee will come together to make the final decision to either continue with current vendor (Paycom) or switch to a new vendor. The principals, the payroll department and the CTEAM are invited to take part in the evaluation committee to make sure all working parts of the organization have a say in the final decision. At the time of preparation of this board document the committee consists of 3 MPS Staff members:

- Derya Hajmeirza as Director of HR
- Murat Akbas as HR Administratpr

- Suat Acar as the COO
- Nanie Montijo as the CFO

We are still accepting applications from the above mentioned staff members.

Analysis (If applicable)

MPS currently uses Paycom as the HCMS provider. Paycom is the first HCMS of MPS. Therefore, the timeline to switch to Paycom was very labor intensive. Full implementation of the Paycom software took almost 2 years. In the meantime, MPS had 3 directors of HR changes. Now the home office HR team, site principals, Payroll department and the employees have the necessary understanding of how to optimally utilize Paycom. This switch taught MPS Administrative Team the difficulties of adapting to a new HCMS system. MPS Home Office is aware of this and the evaluation committee will consider this while making the final decision to put in front of the board.

During the questions and answers time frame MPS Staff clearly communicated our expectations from all the vendors checking for what we are looking for. We will go deeper into our expectations during the 1 on 1 meetings to be scheduled.

Budget Implications

- Amounts/ Funding Source: Paycom expenses are currently budgeted under each school's and MERF's budget for 2019-20
- CFO Review: Pending

Exhibits (attachments):

None.

Cover Sheet

2018-19 MPS Stakeholder Survey Reflections and Public Feedback to Inform LCAP

Section: III. Discussion Items
Item: C. 2018-19 MPS Stakeholder Survey Reflections and Public Feedback to Inform LCAP
Purpose: Discuss
Submitted by:
Related Material: III_C_2018-19_MPS_Stakeholder_Survey_Reflections.pdf



Board Agenda Item #	III C (Stakeholder Committee), III B (Board)
Date:	May 7 th , 2019 (Stakeholder), May 9 th , 2019 (Board)
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	2018-19 MPS Stakeholder Survey Reflections and Public Feedback to Inform LCAP

Proposed Board Recommendation

Information/Discussion Item

Background

Annual Stakeholder Surveys

MPS annually conducts student, parent, and staff surveys to improve our stakeholders' school experience. Conducting such stakeholder surveys is an essential part of MPS' LCAP development process. State priority 6 under LCFF asks the schools to set annual measurable outcomes about school climate:

School climate: pupil suspension rates, pupil expulsion rates, **other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness.** (Priority 6)

MPS uses the *Panorama Education* online platform to conduct stakeholder surveys and analyze results. Our students and staff complete the survey online while parents have access to both online and paper surveys, in English and Spanish.

The survey questions were developed by WestEd for the California Department of Education and are used by the CORE Districts. The CORE Districts are situated in Fresno, Garden Grove, Long Beach, Los Angeles, Oakland, Sacramento, San Francisco and Santa Ana. Using the same survey enables MPS to compare its results with the average results of the CORE Districts.

Our typical timeline for stakeholder survey implementation is January through mid-February, with the intent to receive results by the end of February so that we can analyze the results in March to inform our LCAP and budget development. The survey questions use Likert-type scale to measure school experience in eight topics for students (Topics 1-8) and four topics for parents and staff (Topics 1-4). Each topic has multiple questions that allow us to further analyze why a certain topic is rated relatively high or low. Following are the topics:

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 addition to the CORE Districts survey questions, MPS also asks our stakeholders an overall school experience question to measure stakeholders’ overall satisfaction with the school.

Overall School Experience:

- **Overall, I am satisfied and would recommend this school to other students.**
- **Overall, I am satisfied and would recommend this school to other parents.**
- **Overall, I am satisfied and would recommend this school to other educators.**

To further engage our stakeholders in the evaluation of their experience MPS also asks three open-ended free-response questions:

- 1) WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL?
- 2) WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL?
- 3) WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?

School Leaders’ Reflections

School leadership teams and the Home Office read all free-responses, summarize major findings and recommendations by the stakeholders, and consider all the feedback to create action steps for school improvement. The c-team reviews the findings with each school leadership team based on a protocol (see attachment). School leadership teams are then held accountable for sharing the survey results and findings with their stakeholders at their site (teachers, parents, etc.) and developing an action plan for improvement.

Each school leadership team has been asked to write a reflection on the survey results and findings that identifies their greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis. The teams have completed their reflections and are ready to present it to the stakeholders committee/board as part of the LCAP development process.

Budget Implications

N/A

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

N/A

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- MPS Stakeholder Survey Reflection Protocol
- MPS Stakeholder Survey Reflections – 2018-19 (one for each MPS)

MPS STAKEHOLDER SURVEY REFLECTION PROTOCOL**Survey Operations:**

	Annual Stakeholder Survey (<i>Student, Family, Staff</i>)	Student SEL Survey - Fall	Student SEL Survey - Spring
Dates:	January 20 - February 14 (2020)	October 7 - October 25 (2019)	March 9 - March 27 (2020)
Duration:	4 weeks	3 weeks	3 weeks
Leads for Survey Operations:	Student: Dr. Lopez Family & Staff: T. Velazquez (shipment, roster updates, etc.) Data Upload: I. Ozkay	Dr. Lopez Data Upload: I. Ozkay	Dr. Lopez Data Upload: I. Ozkay
Leads for Survey Reflections	D. Yilmaz	Dr. Lopez	Dr. Lopez
Accountability Portal Updates	Participation Update during the survey window: T. Velazquez Approval Rates, Free Responses, Reflections, and other updates to the portal: D. Yilmaz	Approval Rates and other updates to the portal: D. Yilmaz Follow-up on SEL Survey Reflections: Dr. Lopez	Approval Rates and other updates to the portal: D. Yilmaz Follow-up on SEL Survey Reflections: Dr. Lopez

Survey Reflections:

Student SEL Surveys:

Dates:	Tasks:
October 28 - November 8 (2019)	<ul style="list-style-type: none"> Schools will write their Fall Student SEL Survey Reflection (Led by Dr. Lopez & Deans of Students) and present at a Deans of Students meeting. Deans of Students will share findings with school staff
March 30 - April 17 (2020)	<ul style="list-style-type: none"> Schools will write their Spring Student SEL

	<p>Survey Reflection (Led by Dr. Lopez & Deans of Students) and present at a Deans of Students meeting.</p> <ul style="list-style-type: none"> • Deans of Students will share findings with school staff
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Annual Stakeholder Surveys (*Student, Family, Staff*):

Dates:	Tasks:
February 24 - March 6 (2020)	<ul style="list-style-type: none"> • Survey approval rates will be posted on the accountability portal (D. Yilmaz) • Evaluation points will be posted and shared with schools (D. Yilmaz) • Report will be prepared for the stakeholders committee/board (D. Yilmaz) • Free responses will be copied from Panorama to the accountability portal (D. Yilmaz) • “Stakeholder Survey Highlights” and “Stakeholder Survey Reflections” templates will be created (D. Yilmaz)
March 9 - March 27 (2020)	<ul style="list-style-type: none"> • Home Office teams will read free responses and write highlights for each school in the “Stakeholder Survey Highlights” templates (Team) • Home Office will schedule meetings with the school leadership teams to review highlights and discuss glows, grows, and next steps -- Survey Discussion Meeting. (Team)
March 30 - April 30 (2020)	<ul style="list-style-type: none"> • School leadership teams will complete their “Stakeholder Survey Reflections” templates • School leadership teams will present their reflection and next steps to the following groups: <ul style="list-style-type: none"> ○ Stakeholders committee/board to inform their LCAP ○ PTF/SSC/ELAC ○ Staff

Survey Discussion Meeting Protocol:

1. **Scheduling:** B. Torres will schedule a meeting with each school leadership team for 45 minutes, preferably during c-team meeting hours.
2. **Participants:** School Leadership Team, C-team, Dr. Callaham, Dr. Lopez, PACE Team, HR Team
3. **Readiness for the meeting:** School leadership teams read the free responses. Home Office teams read free responses and write highlights for each school in the “Stakeholder Survey Highlights” templates.
 - a. Student survey: Academic team (**Dr. Lopez or Designee by E. Acar**)
 - b. Family survey: PACE team (**I. Soto/B. Olandes**)
 - c. Staff survey: HR team (**D. Hajmeirza or Designee by S. Acar**)
4. **Agenda: (45 min)**
 - a. **5 min** Review survey results (rates, highest/lowest scored topics and questions, etc.) (**D. Yilmaz**)
 - b. **7 min** Review student survey highlights (**Dr. Lopez**) and ask the school team their thoughts (just preliminary thoughts, no next-step discussion yet)
 - c. **7 min** Review family survey highlights (**I. Soto**) and ask the school team their thoughts (just preliminary thoughts, no next-step discussion yet)
 - d. **7 min** Review staff survey highlights (**D. Hajmeirza**) and ask the school team their thoughts (just preliminary thoughts, no next-step discussion yet)
 - e. **5 min** In collaboration with the school team, prioritize Glows & Grows from the above reviews in the template. (**A. Rubalcava/E. Acar**)
 - f. **10 min** In collaboration with the school team, discuss Next Steps based on Grows and suggestions. (**A. Rubalcava/E. Acar**)
 - g. **4 min** Closure (**A. Rubalcava/E. Acar**)
 - i. Summarize possible Next Steps; and
 - ii. Remind school leadership teams that they need to complete their “Stakeholder Survey Reflections” templates and present their reflection and next steps to the following groups:
 1. Stakeholders committee/board to inform their LCAP
 2. PTF/SSC/ELAC
 3. Staff
 - iii. Thank!
5. **Home Office Debrief:** Home Office will internally discuss any follow-ups needed on the school’s Next Steps.

MAGNOLIA SCIENCE ACADEMY - 1

2018-19 STAKEHOLDER SURVEY REFLECTIONS

Introduction:

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 voices 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. MPS 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 safety. This feedback instrument provides 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.

Annual stakeholder experience survey:

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

Student SEL survey:

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;

- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Note: This document is about our reflections on the annual stakeholder experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2019 Survey Participation Rates:	100.0%	72.0%	100.0%
Spring 2018 Survey Participation Rates:	93.2%	100.0%	97.6%
Change since Spring 2018: <i>(percentage points)</i>	+6.8	-28.0	+2.4
Next Year Survey Participation Targets:	≥83.0%	≥83.0%	≥83.0%
<p>Findings:</p> <p>This year’s survey reflect that while student and staff participation rates have increased by 6.8% and 2.4% respectively, the family participation rate has decreased by 28.0%. In 2018, surveys were given to students to take home and an incentive of free dress was offered to students who participated in the survey; this year, surveys were mailed home and admin did not offer an incentive for returning the surveys. Additionally, we relied heavily on the on-line survey link parents were given access to. Therefore, we attribute the decrease in family participation to our changing method for delivering and incentivizing the survey.</p>			

Overall Satisfaction Rates:

This rate measures our stakeholders’ overall satisfaction with the school through their responses to the following question: **"Overall, I am satisfied and would recommend this school to other students / parents / educators."**

Overall Satisfaction Rates	Student	Family	Staff
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Spring 2019 Overall Satisfaction Rates:	66.0%	95.0%	81.0%
Spring 2018 Overall Satisfaction Rates:	72.0%	95.0%	89.0%
Change since Spring 2018: <i>(percentage points)</i>	-6.0	+0.0	-8.0
Next Year Overall Satisfaction Targets:	≥80.0%	≥85.0%	≥85.0%

Findings:

Our overall survey satisfaction rates reflect that compared to the 2017-2018 survey, staff and student satisfaction rate has decreased by 8% and 6% respectively. The decreases in satisfaction rates reveal an area of need for our students and staff. Students report wanting to improve our school site and expand our space to include a better place to eat and a sports field. Students also report a need for more elective offerings. Additionally, staff report wanting to improve classroom space.

While teachers express the need for bigger space, more student accountability regarding behavior, a need for a gym, an increase in pay, and improvement in school culture, they acknowledge the school is heading in a great direction with the construction of the new building. A majority of our staff members commented on feeling supported by admin. Comments ranged from staff feeling grateful for having “small class size” to “administration is open to ideas and suggestions,” and identified a “feeling of community.”

Parents are happy with MSA-1’s overall quality of education, inclusive learning environment, and family-like feeling. Families reported high satisfaction with “staff,” “quality of education,” and a “small and personal” school setting. Overall, surveys reflect appreciation for our staff and their ability to treat everyone with respect. Parents shared “I like how it’s safe for my kids and the teacher notify us [of] our kids’ grades and behavior.”

Average Approval Rates:**Student Survey:**

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 <i>(percentage points)</i>
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Climate of Support for Academic Learning	75%	20th-39th percentile	+ 4
Knowledge and Fairness of Discipline, Rules and Norms	62%	40th-59th percentile	+ 1
Safety	66%	20th-39th percentile	+ 6
Sense of Belonging (School Connectedness)	56%	40th-59th percentile	- 3

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 <i>(percentage points)</i>
Climate of Support for Academic Learning	97%	20th-39th percentile	+ 2
Knowledge and Fairness of Discipline, Rules and Norms	93%	40th-59th percentile	+ 3
Safety	87%	20th-39th percentile	+ 5
Sense of Belonging (School Connectedness)	97%	40th-59th percentile	+ 5

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 <i>(percentage points)</i>
Climate of Support for Academic Learning	92%	20th-39th percentile	- 5
Knowledge and Fairness of Discipline, Rules and Norms	80%	40th-59th percentile	+ 3

Norms			
Safety	80%	20th-39th percentile	+ 5
Sense of Belonging (School Connectedness)	71%	40th-59th percentile	+ 5

Average approval rate measures our stakeholders' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2019 Average Approval Rates:	66.0%	95.0%	81.0%
Spring 2018 Average Approval Rates:	62.0%	91.0%	86.0%
Change since Spring 2018: <i>(percentage points)</i>	+ 4.0	+ 4.0	- 5.0
Next Year Average Approval Targets:	≥75.0%	≥83.0%	≥83.0%

Survey Findings:

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

Findings Based on Average Approval Rates of Survey Topics/Questions:

Talk about your average approval rates here: any change from last year, answer the following questions, etc.

- GREATEST PROGRESS:

- Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?

GREATEST NEEDS:

- Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the “all student” approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?

- OPTIONAL: What was most surprising?

- NOTE: This is a template to help you. You can be CREATIVE in your responses, include charts, etc. But you must include certain information, e.g., participation and average approval rates, targets, progress, needs, etc.

Similar to last year’s survey results, this year, our surveys reflect that students, parents, and staff feel the greatest area of need is the improvement and expansion of MSA-1’s physical campus. There is “no gym or soccer field,” lack of classroom space forces “teachers to share classrooms,” and the school has needs like a “better lunch area.” Additionally, parents, students, and staff 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 of the facilities to include a building next door to our current site. Our new building will include a new cafeteria, gym, additional classrooms, 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.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis.

Findings Based on Free-Response Questions:

- **WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)**

Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?

We are extremely proud of the fact that all stakeholders value the extra support we provide our students to ensure they are receiving the best education. Based on our survey results, it is evident that students feel supported in their path to a good education. Student comments ranged from, “I like the classroom sizes and the way the teachers take the time to help their students,” to “I like that this school has tutoring for every teacher and that they actually help,” to “there are many opportunities for kids.” Similarly, parents and staff shared, “The teachers care about students and their academics,” and how “Students get a lot of individualized attention.” We will continue to support our teachers, students, and their families through outreach, personal support, and professional development for staff.

- **WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? (GROWS)**

Considering the free responses to this question, what areas for improvement emerged in each survey type: student, family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?

Based on our survey results, all stakeholders felt that we need additional space. All stakeholders expressed a need for “lunch area,” a “bigger space” and “a gym.” In order to address these concerns, we are building a new high school. The new school will include a separate gym and a green area where students can play sports. Additionally, we will have an area designated for lunch. Finally, teachers will have their own classrooms and will not have to share space with other teachers.

- **WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL? (SUGGESTIONS)**

Considering the free responses to this question, what suggestions for improvement emerged in each survey type: student, family, staff? Are there any patterns?

Currently, we have no gym, which makes it difficult for teachers who teach PE, and for students who don’t have the space to practice sports. Additionally, parents and students complained about the quality/variety of food choices we offer our students, and feel concerned that students have no designated cafeteria space. The new facility will help solve these concerns.

NEXT STEPS

Which suggestions is the school planning to implement? What steps is the school planning to take to implement such suggestions to improve the school?

- Facility-Our new building will allow for more classroom space. Teachers will have their own classrooms and will not have to share space with other teachers.
- Quality of Food- We will have a different food vendor for next year.
- Sports- We are now part of California interscholastic Federation (CIF) Sports League. This will provide more athletic opportunities for our students to participate in sports and apply for scholarships.
- Safety-We are hiring an additional Security guard to monitor the hallways and the outside of the school.

MAGNOLIA SCIENCE ACADEMY - 2

2018-19 STAKEHOLDER SURVEY REFLECTIONS

Introduction:

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 voices 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. MPS 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 safety. This feedback instrument provides 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.

Annual stakeholder experience survey:

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- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

Student SEL survey:

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the

spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Note: This document is about our reflections on the annual stakeholder experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2019 Survey Participation Rates:	97.0%	100%	100%
Spring 2018 Survey Participation Rates:	88.9%	100%	94.7%
Change since Spring 2018: <i>(percentage points)</i>	+8.1	0.0	+5.3
Next Year Survey Participation Targets:	≥80.0%	≥80.0%	≥80.0%
<p>Findings:</p> <p>Our Participation rates got even higher among student and staff surveys and remained high for parent stakeholders. MSA-2 Family, Staff and Student generally showed high levels of survey participation. Students and staff took the survey at school. On the other hand, parents were asked to take the survey at home which required taking time out of their busy schedules. MSA-2 Families continue to participate in our annual survey at 100% which is a healthy indicator of parent involvement.</p>			

Overall Satisfaction Rates:

This rate measures our stakeholders' overall satisfaction with the school through their responses to the following question: **"Overall, I am satisfied and would recommend this school to other students / parents / educators."**

Overall Satisfaction Rates (Overall Score)	Student	Family	Staff
Spring 2019 Overall Satisfaction Rates:	63.0%	94.0%	73.0%
Spring 2018 Overall Satisfaction Rates:	60.0%	91.0%	73.0%
Change since Spring 2018: <i>(percentage points)</i>	+3.0	+3.0	0.0
Next Year Overall Satisfaction Targets:	≥65.0%	≥80.0%	≥80.0%
<p>Findings:</p> <p>MSA-2 Family, Staff and Student generally showed high levels of satisfaction. Our greatest area of need comes from our students. The specific areas of growth will be analyzed and new smart goals will be formulated. Staff survey results that did not improve will also be analyzed and addressed.</p> <p>Staff satisfaction remained constant from 2018 to 2019.</p> <p>Students: What do you like best about your school?</p>			

“Safe environment”, “Friends”, “Teachers who care and help”, “Being respected”, “P.E. class”
 Staff: What do you like best about your school?
 “Small community where you can get to know all students and families”, “Small class size”, “Friendly welcoming environment”, “Wide variety of AP classes offered”, “Collaboration among staff”, “Friday donuts”
 Families (What do you like best about your school?)
 “School Size”, “School Environment”, Communication”, “Staff”, “School Safety”

Average Approval Rates:

This rate measures our stakeholders’ average approval rating based on their responses to ALL questions with a rating. MPS 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).

“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.

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	70%	20th-39th percentile	+7
Knowledge and Fairness of Discipline, Rules and Norms	58%	20th-39th percentile	+6
Safety	66%	40th-59th percentile	+1
Sense of Belonging (School Connectedness)	56%	20th-39th percentile	+6

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	95%	60th-79th percentile	+1
Knowledge and Fairness of Discipline, Rules and Norms	93%	40th-59th percentile	+5
Safety	96%	80th-99th percentile	+2
Sense of Belonging (School Connectedness)	94%	60th-79th percentile	+3

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	85%	0th-19th percentile	-7
Knowledge and Fairness of Discipline, Rules and Norms	69%	0th-19th percentile	+3
Safety	62%	20th-39th percentile	+4
Sense of Belonging (School Connectedness)	74%	40th-59th percentile	-3

Average approval rate measures our stakeholders' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates (Overall School Experience)	Student	Family	Staff
Spring 2019 Average Approval Rates:	75.0%	93.0%	77.0%
Spring 2018 Average Approval Rates:	72.0%	91.0%	83.0%
Change since Spring 2018: (percentage points)	+ 3.0	+ 2.0	-14.0
Next Year Average Approval Targets:	≥75.0%	≥80.0%	≥80.0%

Survey Findings:

The following are our findings based on the average approval rates and breakdown of our survey results, including

our greatest progress and needs.

Findings Based on Average Approval Rates of Survey Topics/Questions:

Students Survey Results on average approval rates had modest increases from last year with an average of 1 to 7 points and no decreases within averages in topics.

Family Survey Results showed modest increases in all topics with the greatest increase in Knowledge and Fairness of Discipline, Rules, and Norms which went up 5 points and no decreases within averages in topics.

Staff Survey Results showed modest increases in averages of 3 to 4 points in two of the topics, and saw decreases in two of the topics. The greatest decrease came under Climate of Support for Academic Learning which saw a 7 point decrease

GREATEST PROGRESS:

Student Survey averages showed a 7 point increase in Climate of Support for Academic Learning plus a 6 point increase in Knowledge and Fairness of Discipline, Rules, and Norms, as well as a 6 point increase in Sense of Belonging (School Connectedness). These are promising results with all of the social challenges students were exposed to over the past couple years which include a suicide of one of our 12th-grade students last year as well as a 12th-grade student being shot off campus this year, both of which have had an impact on school culture.

Family Survey Results showed that 95% of our families are satisfied with MSA-2 's Climate of Support for Academic Learning, 93% approval of Knowledge and Fairness of Discipline, 96% approval of School Safety and 94% felt a Sense of Belonging and Connectedness. Family survey results showed improvement of approval in all areas.

Staff Survey Results showed that staff had a highly favorable rating of 85% for the school's "Climate of Support for Academic Learning"

GREATEST NEEDS:

- **Students-** 56% approval for Sense of Belonging (School Connectedness). Although it is the lowest percent topic for students, it was one of the highest percentage changes from 2018 survey results for students.
- **Families-** The lowest approval area by families is Knowledge and Fairness of Discipline. 93% is still a high percentage, and has a five percent increase from last year.
- **Staff-** The greatest area of need stems from the 62% satisfaction from safety. Although it is the lowest percent topic for staff, it was the highest percent change from 2018 survey results.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following

three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis.

Findings Based on Free-Response Questions:

WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)

- Safe, friendly, welcoming school environment (Student, family & staff surveys)
- Teacher & staff who care and welcome students (student & family survey)
- Discipline issues are addressed (Parents)
- Collaboration among staff (staff survey)
- Communication between school and families (family survey)
- Small class & school size (student & family surveys)

WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? (GROWS)

- Food Quality (Parents and Students)
- Facilities, dining area, sharing campus with a large school, limited room and space (Student, family & staff surveys)
- Addressing and handling bullying, discipline system geared towards correcting issues/behaviors (Student, family & staff surveys)
- Student activities (extracurricular, sports, athletics) (Student & family surveys)

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL? (SUGGESTIONS)

- Improve the quality of food (Student and family surveys)
- More electives, field trips, sports, skill development courses
- Modify PBIS strategies and target attendance
- Improve facilities (Parents and Staff)
- More effective communication between staff

NEXT STEPS

- Training to parents/students about bullying & mutual altercation conflict resolution (May 2019 - first training; continue 2019-20); Camera installation in classrooms (June 2019)
- Compliance CIF paperwork is completed (CIF LA Commissioner's Office) - May 2019 Meeting; CIF Sports Classes during the 7th period as elective taught by sports coaches (submit for A-G approval / PE - prior to

UC /CSU deadlines for 2019-20 AY)

- Weekly WAG with Staff Feedback to share weekly goals, expectations, and suggestion link with all staff access related to events, activities, etc.
- Monthly Attendance Mtg w/ Dr. Lopez to address SART / student issues/follow-up (2019-20)
- Athletic Facilities - Review Facility Usage Agreement w/ HOST / Patrick Ontiveros to implement “Rounds” system for 2019-20 prior to July 1, 2019, w/ BCCHS
- PBIS Tier 2 (year 1) Training / Implementation for increased interventions to support discipline & misbehavior (6 trainings w/ LACOE in 2019-20 AY)
- Tasting days with students, parents, and staff to look for different food service providers
- Different elective options for middle school and high school
- Field trips during the first half of the first semester

MAGNOLIA SCIENCE ACADEMY - 3**2018-19 STAKEHOLDER SURVEY REFLECTIONS****Introduction:**

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 voices 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. MPS 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 safety. This feedback instrument provides 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.

Annual stakeholder experience survey:

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

Student SEL survey:

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Note: This document is about our reflections on the annual stakeholder experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2019 Survey Participation Rates:	96.8%	100%	100%
Spring 2018 Survey Participation Rates:	86.3%	95%	100%
Change since Spring 2018: <i>(percentage points)</i>	+10.5	+5	0
Next Year Survey Participation Targets:	≥80.0%	≥80.0%	≥80.0%
Findings:			
MSA 3 improved in student and family participation rates by 5% or higher.			

Overall Satisfaction Rates:

This rate measures our stakeholders' overall satisfaction with the school through their responses to the following question: **"Overall, I am satisfied and would recommend this school to other students / parents / educators."**

Overall Satisfaction Rates	Student	Family	Staff
Spring 2019 Overall Satisfaction Rates:	65%	90%	85%
Spring 2018 Overall Satisfaction Rates:	66%	87%	78%
Change since Spring 2018: <i>(percentage points)</i>	-1.0	+3.0	+7
Next Year Overall Satisfaction Targets:	≥80.0%	≥80.0%	≥80.0%
Findings:			
Student decline of 1% for overall satisfaction rate.			
Family overall satisfaction increased to by 3%.			
Staff overall satisfaction increased by 7%.			

Average Approval Rates:Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 <i>(percentage points)</i>
Climate of Support for Academic Learning	63%	0th-19th percentile	- 3
Knowledge and Fairness of Discipline, Rules and Norms	53%	0th-19th percentile	- 1
Safety	58%	0th-19th percentile	+ 1
Sense of Belonging (School Connectedness)	47%	40th-59th percentile	- 3

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	93%	40th-59th percentile	- 2
Knowledge and Fairness of Discipline, Rules and Norms	88%	20th-39th percentile	- 2
Safety	92%	20th-39th percentile	+ 3
Sense of Belonging (School Connectedness)	92%	40th-59th percentile	- 3

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	90%	20th-39th percentile	- 1
Knowledge and Fairness of Discipline, Rules and Norms	65%	0th-19th percentile	- 2
Safety	50%	0th-19th percentile	+ 12
Sense of Belonging (School Connectedness)	67%	20th-39th percentile	- 7

Average approval rate measures our stakeholders' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2019 Average Approval Rates:	56.0%	91.0%	69.0%
Spring 2018 Average Approval Rates:	59%	91%	72%
Change since Spring 2018: (percentage points)	- 3.0	0	- 3.0
Next Year Average Approval Targets:	≥70.0%	≥80.0%	≥80.0%

Survey Findings:

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

Findings Based on Average Approval Rates of Survey Topics/Questions:

The average rates of survey topics and questions is not a true reflection of all the positivity we have at MSA 3. This is an unfair assessment and sends a message that our students and staff are not approving of our school and that is not true considering the overall school experience is higher. We declined in students and staff in relation to the average approval rating. This score is in effecting our overall score in our evaluations and it's disproportionate to the work everyone invests to ensure our students are learning and safe. This score enforces the message that MSA 3 is the second to last school in MPS with the lowest survey results and it's not a holistic reflection of the entire survey communicates to home office and stakeholders. The information will be reviewed and strategies will be created to increase the average approval ratings.

GREATEST PROGRESS:

Parents maintained their average approval rating.

GREATEST NEEDS:

Students greatest area of need is a sense of belonging. We will work on ways to build more school pride; it's difficult to increase that when we are co-located and the higher teacher turnover rate. Students do not feel connected to MPS without more collaborative events for students besides the Steam Expo. We will work with staff to ensure more activities are happening so more students feel connected.

Our staff and parents main concern is the knowledge and fairness of discipline, rules and norm. We have several meetings, town halls, and provide handbooks to all stakeholders; however taking the time to review the handbook is our main goal for next year.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis.

Findings Based on Free-Response Questions:**WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)**

- Parents: Small size, school staff, information on different events.
- Students: Specific Teachers, Student Store, Sports
- Staff: Family Environment, Small school, Teamwork

WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? (GROWS)

- Parents: Classroom Management, Communication, Lack of control, respect for teachers, Teacher retention
- Staff: Student behavior, lack of respect, student side is taken, work system to benefit, inconsistent discipline policy,

lack of accountability

- Students: Yonder Pouches, Highly Qualified Teachers, Uniforms

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL? **(SUGGESTIONS)**

- Decrease the turnover rate of staff.
- Students learn to be more respectful to adults.
- Finding our own building/school to not have to succumb to LAUSD's unethical practices.

NEXT STEPS

- Present to all stakeholders-week before spring break or after spring break
- Communication-5/7/19 -Discipline data, roles and duties, more clear discipline procedures
- Communication-Admin duties, events, important announcements-Hey Faculty-printed out
- Student engagement-Student Council to give recommendations to admin biweekly-rotate, visit advisory classes once a month.
- More focus on teacher training (especially new teachers) on classroom management -We have a Vice Principal but a lot of his time is supporting discipline and Principal when she is unable to run the school because of assisting home office with numerous compliance tasks- will focus on mentor programs, divide out new teachers for support between admin, have a stronger on-boarding process. Monthly meetings with new teachers only, and classroom visitation 30, 60, 90 days. Re-analyze department chair roles.
- Climate check-monthly with surveys
- Would like home office support for academic reporting, for hiring/on-boarding, for payroll/purchasing, for prop 39/facilities and LAUSD issues so Principal and admin team can run the school.
- Less meetings off site-this disrupts the culture of the campus.
- We will not have enough classrooms for the 500 students for the enrollment projection-need home office support to find a facility or adjust the budget so the students and teachers can focus on academics.

MAGNOLIA SCIENCE ACADEMY - 4

2018-19 STAKEHOLDER SURVEY REFLECTIONS

Introduction:

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 voices 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. MPS 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 safety. This feedback instrument provides 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.

Annual stakeholder experience survey:

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

Student SEL survey:

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the

spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Note: This document is about our reflections on the annual stakeholder experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2019 Survey Participation Rates:	80.7%	15.7%	78.9%
Spring 2018 Survey Participation Rates:	97.8%	37.7%	100%
Change since Spring 2018: <i>(percentage points)</i>	-17.1	-22	-21.1
Next Year Survey Participation Targets:	≥90.0%	≥40.0%	≥90.0%
Findings:			
Our participation rates declined overall.			

Overall Satisfaction Rates:

This rate measures our stakeholders' overall satisfaction with the school through their responses to the following question: "**Overall, I am satisfied and would recommend this school to other students/parents/educators.**"

Overall Satisfaction Rates	Student	Family	Staff
Spring 2019 Overall Satisfaction Rates:	64%	100%	87%
Spring 2018 Overall Satisfaction Rates:	78%	98%	89%
Change since Spring 2018: <i>(percentage points)</i>	-14.0	+2.0	-2.0
Next Year Overall Satisfaction Targets:	≥80.0%	≥80.0%	≥80.0%
Findings:			
Our students showed a decrease in our overall satisfaction rate. Many students are displeased with the level of disrespect shown and the consequences. Students also do not like our food and uniform. However, the students report that they are supported.			
While this is a small sampling, the satisfaction rate for families increased to 100%.			
There was a slight decline in teacher satisfaction rate. The common thread in what was liked least is our students' behavior and lack of respect. However, they still like the family feel and they are committed to our students' success.			

Average Approval Rates:Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	69%	20th-39th percentile	-6
Knowledge and Fairness of Discipline, Rules and Norms	51%	0 - 19th percentile	-17
Safety	63%	20th-39th percentile	-4
Sense of Belonging (School Connectedness)	51%	0 - 19th percentile	-1 0

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	94%	60-79th percentile	-6
Knowledge and Fairness of Discipline, Rules and Norms	100%	80- 99th percentile	+8
Safety	94%	60th-79th percentile	+6
Sense of Belonging (School Connectedness)	93%	40th-59th percentile	+6

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	89%	20th-39th percentile	-5
Knowledge and Fairness of Discipline, Rules and Norms	66%	0 - 19th percentile	-13
Safety	57%	20th-39th percentile	-1 0
Sense of Belonging (School Connectedness)	69%	0 - 19th percentile	- 9

Average approval rate measures our stakeholders' average approval rating based on their responses to **ALL** questions

with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2019 Average Approval Rates:	58.0%	94.0%	71.0%
Spring 2018 Average Approval Rates:	65.0%	98.0%	80.0%
Change since Spring 2018: <i>(percentage points)</i>	-7.0	-4.0	- 9.0
Next Year Average Approval Targets:	≥70.0%	≥80.0%	≥80.0%

Survey Findings:

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

Findings Based on Average Approval Rates of Survey Topics/Questions:

MSA 4 has realized a decrease in the area of our overall approval rating with all of stakeholder groups.

GREATEST PROGRESS:

Our students feels supported by their teachers and enjoy that we are a small school.

The staff is committed to our students. They also appreciate that they are able to form closer bonds with our students due to our size.

Our families like that we are a small school and that our students are able to get personalized attention and support.

The fact that we are a small school will most likely not change for the upcoming school year, so that will not change for us. The objective is for us to remain focused on building relationships with our students that will support and facilitate a better sense of belonging for all. When there are connections, learning increases. According to Rita Pierson, “Children will not learn from you if they do not like you.”

GREATEST NEEDS:

All stakeholder groups expressed concerns around discipline, rules and uniforms. There have been staffing changes made to ensure that rules are followed and applied with equity.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve the educational quality of our schools on an ongoing basis.

Findings Based on Free-Response Questions:

WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)

Our students feels supported by their teachers and enjoy that we are a small school.

The staff is committed to our students. They also appreciate that they are able to form closer bonds with our students due to our size.

Our families like that we are a small school and that our students are able to get personalized attention and support.

The fact that we are a small school will most likely not change for the upcoming school year, so that will not change for us. The objective is for us to remain focused on building relationships with our students that will support and facilitate a better sense of belonging for all. When there are connections, learning increases.

According to Rita Pierson, “Children will not learn from you if they do not like you.

WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? (GROWS)

All stakeholder groups expressed concerns around discipline, rules and uniforms. There have been staffing changes made to assist with discipline and ensure that rules are followed and applied with equity.

**WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?
(SUGGESTIONS)**

The common thread is that each stakeholder group asks that we be more strict with the students.

NEXT STEPS

MSA 4 has recently added a dean and divided the roles between the DoS and the DoA. While our new dean is charged with student behaviors, our admin team works collaboratively to support our students as they grow in learning how to comport themselves appropriately.

MAGNOLIA SCIENCE ACADEMY - 5

2018-19 STAKEHOLDER SURVEY REFLECTIONS

Introduction:

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 voices 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. MPS 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 safety. This feedback instrument provides 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.

Annual stakeholder experience survey:

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

Student SEL survey:

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the

spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Note: This document is about our reflections on the annual stakeholder experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2019 Survey Participation Rates:	99.6%	102.3%	100%
Spring 2018 Survey Participation Rates:	96.7%	96.2%	100%
Change since Spring 2018: <i>(percentage points)</i>	+2.9	+6.1	0
Next Year Survey Participation Targets:	≥97.0%	≥95.0%	≥100.0%

Findings:

We had a successful participation rate for the 2017-18 school year and were able to continue that trend with positive growth with stakeholder and student participating percents and maintained at 100% with staff. We implemented the same strategies as last year by creating many opportunities for everyone to participate.

For our students and staff, they all were able to participate by doing their surveys online. We arranged for students to take the surveys during SSR/Advisory and for those that were absent we created an individual time for them to take the survey in the main office during the survey window. We also allotted time during our Tuesday staff meeting for all staff to take the survey and for those that missed we followed up with them on an individual basis.

For our stakeholders, the paper was a much more successful way to get stakeholders to participate. We encouraged all students to get their parent/guardians to take the survey either online or by paper. Most chose to do them by paper form as we only had 9 online submissions and the rest were via paper.

Overall Satisfaction Rates:

This rate measures our stakeholders' overall satisfaction with the school through their responses to the following question: "**Overall, I am satisfied and would recommend this school to other students/parents/educators.**"

Overall Satisfaction Rates	Student	Family	Staff
Spring 2019 Overall Satisfaction Rates:	87.0%	97.0%	100.0%
Spring 2018 Overall Satisfaction Rates:	78.0%	98.0%	100.0%

Change since Spring 2018: <i>(percentage points)</i>	+9.0	-1.0	+0.0
Next Year Overall Satisfaction Targets:	≥85.0%	≥95.0%	≥95.0%
<p>Findings:</p> <p>In regards to our overall satisfaction, we are happy to see such positive growth with our students, going from 78% to 87%. Also, that family and staff maintained a high satisfaction rate with the families only decreasing by 1% from 98% to 97% and staff stayed at 100%</p>			

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 <i>(percentage points)</i>
Climate of Support for Academic Learning	81%	80th-99th percentile	+7
Knowledge and Fairness of Discipline, Rules and Norms	74%	80th-99th percentile	+6
Safety	65%	20th-39th percentile	+7
Sense of Belonging (School Connectedness)	66%	60th-79th percentile	+6

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 <i>(percentage points)</i>
Climate of Support for Academic Learning	97%	80th-99th percentile	-1
Knowledge and Fairness of Discipline, Rules and Norms	94%	60th-79th percentile	-4
Safety	96%	80th-99th percentile	+ 3
Sense of Belonging (School Connectedness)	96%	80th-99th percentile	- 2

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	98%	80th-99th percentile	-1
Knowledge and Fairness of Discipline, Rules and Norms	98%	80th-99th percentile	-1
Safety	83%	40th-59th percentile	+ 13
Sense of Belonging (School Connectedness)	89%	80th-99th percentile	- 8

Average approval rate measures our stakeholders' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2019 Average Approval Rates:	72.0%	96.0%	93.0%
Spring 2018 Average Approval Rates:	64.0%	97.0%	93.0%
Change since Spring 2018: (percentage points)	+ 8.0	- 1.0	0.0
Next Year Average Approval Targets:	≥65.0%	≥90.0%	≥90.0%

Survey Findings:

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

Findings Based on Average Approval Rates of Survey Topics/Questions:

We were excited to see an 8% growth with our students and their average approval rate, going from 65% to 72%. For our families approval rate dropped 1% from 97% to 96%, we are still content with having a high approval rating. Finally, our staff maintained at 93% which we hope to grow on next year.

GREATEST PROGRESS:

For our students, there was promising growth across the board. Out of the four topics, two went up 7% and two went up 6%, which helped our overall approval. For the staff and families they both showed their greatest increase

in safety. For our staff's safety topic, it improved by 13% (70% to 83%) and our families went up 3% (93% to 96%).

We are most proud of our student's results. Their results are great to see such promising growth, which lets us know what we are doing is working and for the most part, they are happy. We plan on to continue to support all our stakeholders and use their feedback to move ahead to improve our site.

GREATEST NEEDS:

Even though the Safety topic had growth with all three groups, it is still an area that we need to continue to address and find better solutions. For instance, over 50% of students said they had been made fun of because of their looks or the way they talk or 49% had mean rumors or lies spread about them. Also, 41% of our students disagree that the teachers at MSA-5 treat them fairly.

The MSA-5 team plans on working with all our stakeholders to address not only these numbers but all the data by starting with dissecting the data and getting feedback from the stakeholders. From there, we will create a plan to implement with everyone to better support all of those involved with MSA-5

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve the educational quality of our schools on an ongoing basis.

Findings Based on Free-Response Questions:

WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)

The Glows that showed in the free-response questions were very pleasant to read and rewarding to the MSA-5 staff. Seeing that our students identify the hard work the teachers put forth for the students and that the staff cares about them and their futures. Also, that many students are establishing friendships with their peers is a positive as it helps create a welcoming environment for the student and a place they enjoy spending time to learn.

For our families, their responses were just as rewarding as the students. Parents acknowledging the quality of education, the small class sizes, and respect and discipline of the staff let us know they are comfortable with their child being supported by the school site.

The staff was great to see as well as they shared that they feel supported and that we are listening to their ideas. The staff is an instrumental part of the makeup of the school and is who spend the most time with the students, so

it is important to see that they have positive feedback about the school.

We plan on continuing to find better ways to connect with all stakeholders to hear their feedback and have them continue to be involved with their school so that it will continue to improve.

WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? (GROWS)

The areas for improvement that emerged from the surveys were that all stakeholders commonly stated that they would like more space, extracurriculars, and classes. These areas are something that we will continue to develop and work on as we grow to a full 6th-12th grade school.

For individual groups and their areas of improvement that were not consistent with each other, the students like the least that they do not have lockers or the quality of their food. The families would like better quality of food as well and an earlier drop off time. Finally the staff, they would like an improvement with Co-location issues (i.e. parking) and limitations due to school size.

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL? (SUGGESTIONS)

Again, space was a common response from all three groups, as well as courses being offered from two of the groups. Some individual responses from students for improvement were, improve the amount of disrespect from students towards staff and disrespect/sarcasm from the teachers. For the families, they would like to see an improvement of safety with the surrounding community and the staff would like to see better parking for staff.

NEXT STEPS

The school is planning on offering more electives that are STEAM related for both middle and high school that will engage the students. MSA-5 already has applied for a music program called, Jazz Empowers, to implement for middle school and is budgeting for a computer teacher to offer a variety of computer-based classes (i.e. Digital Arts/Computer Programming/Coding) . In addition, lessons and activities focusing on anti-bullying, respectfulness and sarcasm will be implemented.

In order to increase the sense of belonging, MSA5 will communicate the safety of community (park and co-located) actively with the co-locating school and law enforcement, organize more field Trips, establish the HOWL (Honesty, Ownership, Willingness , Leadership) culture, utilize more variety of school uniforms (LOBO Swag) and conduct assemblies for culture

Also, the school along with the home office is working on obtaining a fair share of facility space with its co-located site and the district.

MAGNOLIA SCIENCE ACADEMY - 6

2018-19 STAKEHOLDER SURVEY REFLECTIONS

Introduction:

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 voices 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. MPS 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 safety. This feedback instrument provides 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.

Annual stakeholder experience survey:

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

Student SEL survey:

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the

spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Note: This document is about our reflections on the annual stakeholder experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2019 Survey Participation Rates:	100	86.8	100
Spring 2018 Survey Participation Rates:	99.4	84.2	100
Change since Spring 2018: <i>(percentage points)</i>	+6	+2.6	0
Next Year Survey Participation Targets:	≥80.0%	≥80.0%	≥80.0%
<p>Findings:</p> <p>Talk about your participation rates here: any change from last year, what helped to improve response rates, do you have a higher response rate through email or paper, etc.</p> <p>From last spring to this year, 2019, we have seen an increase in student participation rate in our survey. Our survey participation rate for families show that we increased by two points and that our staff survey is a 100 percent last year and this year. We are fortunate that we are a smaller school and that we can follow up with our staff, families, and students to complete the surveys.</p>			

Overall Satisfaction Rates:

This rate measures our stakeholders' overall satisfaction with the school through their responses to the following question: **"Overall, I am satisfied and would recommend this school to other students / parents / educators."**

Overall Satisfaction Rates	Student	Family	Staff
Spring 2019 Overall Satisfaction Rates:	78	100	93
Spring 2018 Overall Satisfaction Rates:	77	96	100
Change since Spring 2018: <i>(percentage points)</i>	+1	+4	-7.0
Next Year Overall Satisfaction Targets:	≥80.0%	≥80.0%	≥80.0%
<p>Findings:</p> <p>Talk about your overall satisfaction rates here: any change from last year, etc.... Maybe include some quotes here from the free-response that show how happy your stakeholders are?</p>			

From the student and family surveys, the responses that were positive and more frequent than others were;

It's small and everybody knows each other

Rewards for positive points

teachers are nice and helpful

Vending machines

Tasteful uniforms.

Rules and discipline

Family-like

Good communication

Caring teachers

Support from other staff and admin

The safe, small, positive learning environment

Respectable and cooperative staff members

One of the areas that we dropped in was the safety of the school from teachers and staff members. From teachers and staff members survey, the harassment, lack of respect by students, and disruptive students has increased from last year.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	78	60-79th percentile	+ 8
Knowledge and Fairness of Discipline, Rules and Norms	66	40th-59th percentile	+6
Safety	71	60-79th percentile	5
Sense of Belonging (School Connectedness)	63%	60-79th percentile	- 10

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	100	80th - 99th percentile	+ 2
Knowledge and Fairness of Discipline, Rules and Norms	99	80th - 99th percentile	+3
Safety	98	80th - 99th percentile	+2
Sense of Belonging (School Connectedness)	100	80-99th percentile	+2

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	100	80th - 99th percentile	0
Knowledge and Fairness of Discipline, Rules and Norms	100	80th - 99th percentile	+4
Safety	79	40th-59th percentile	-6
Sense of Belonging (School Connectedness)	90	80-99th percentile	-7

Average approval rate measures our stakeholders' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2019 Average Approval Rates:	70.0%	99.0%	94.0%
Spring 2018 Average Approval Rates:	62.0%	97.0%	95.0%
Change since Spring 2018: (percentage points)	+ 8.0	+ 2.0	- 1.0
Next Year Average Approval Targets:	≥70.0%	≥80.0%	≥80.0%

Survey Findings:

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

Findings Based on Average Approval Rates of Survey Topics/Questions:

Talk about your average approval rates here: any change from last year, answer the following questions, etc.

The approval rates for the family and students have increased by a few points. However, for our staff overall approval rate, it dropped by one percent. One of the reasons why we dropped may be from students who give teachers a difficult time. The teachers feel that they are being harassed, shown a lack of respect by students, and see an increasing amount of disruptive students (a -7% drop in safety). Also, the sense of belonging dropped by -7% as well. There was one response where the teacher did not feel that they felt that they belonged to our school.

GREATEST PROGRESS:

Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?

From the student surveys, the top two increases were in safety/sense of belonging. According to the survey, there was a 15% increase for feeling safe at our school and a 14% increase for feeling like they are a part of the school. We hope that we can create a safe, learning environment for our school and that we are able to get closer to 100%.

GREATEST NEEDS:

Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the "all student" approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?

OPTIONAL: What was most surprising?

NOTE: This is a template to help you. You can be CREATIVE in your responses, include charts, etc. But you must include certain information, e.g., participation and average approval rates, targets, progress, needs, etc.

From the staff survey, the two areas that we dropped in was in the categories, sense of belonging and safety. As mentioned before, the teachers feel that they are being harassed, shown a lack of respect by students, and see an increasing amount of disruptive students (a -7% drop in safety). Also, the sense of belonging dropped by -7% as well. There was one response where the one staff member did not feel that they felt that they belonged to our

school. This dropped our overall school experience by 7%.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve the educational quality of our schools on an ongoing basis.

Findings Based on Free-Response Questions:

WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)

Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?

- Small school and class size with a family atmosphere
- Caring and approachable teachers and admin
- Personalized instruction
- Welcoming and safe learning environment
- Consistency in administration and office staff
- We will do our best to hold onto good teachers and to create a stronger staff/bond with one another

WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? (GROWS)

Considering the free responses to this question, what areas for improvement emerged in each survey type: student, family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?

- Facilities (bathrooms, remodeling, lockers, etc.)
- Extracurriculars (sports, art, music, etc.)
- Student discipline
- Extended after school option till 6 pm
- Food
- We will need to budget very carefully in order to make improvements on the grows.

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?

(SUGGESTIONS)

Considering the free responses to this question, what suggestions for improvement emerged in each survey type: student, family, staff? Are there any patterns?

Our school may want to focus on building better relationships with our families by having more family type of events. This would help encourage parents to be a part of the school, which we are currently lacking. We would like for our parents to become more involved in all aspects of the school in order to become a complete school. Currently, our PTF participation is low and our parent involvement seems to be at an all-time low as well. We need to create programs to help motivate and incentive parents to come to our school and be a part of our school, making it “our” school.

NEXT STEPS

Which suggestions is the school planning to implement? What steps is the school planning to take to implement such suggestions to improve the school?

- Utilizing Prop.39 funds and following up with Patrick and following up with the landlord to renovate the facilities
- Having more extracurricular clubs and activities (art contest, talent show, games with other schools)
- Training new teachers during summer in-service and following up with class observations
- We can apply for ASES grant and mention about our students with learning disabilities population.
- Having various companies as vendors for next year and having students decide for the company

MAGNOLIA SCIENCE ACADEMY - 7

2018-19 STAKEHOLDER SURVEY REFLECTIONS

Introduction:

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 voices 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. MPS 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 safety. This feedback instrument provides 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.

Annual stakeholder experience survey:

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

Student SEL survey:

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the

spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Note: This document is about our reflections on the [annual stakeholder experience survey results](#). Our reflections on the student SEL surveys are provided in a separate document.

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2019 Survey Participation Rates:	99.1%	83.3%	100%
Spring 2018 Survey Participation Rates:	98.7%	98.3%	90%
Change since Spring 2018: <i>(percentage points)</i>	+0.4	-15.3	+10
Next Year Survey Participation Targets:	≥95.0%	≥85.0%	≥95.0%
<p>Findings:</p> <p>Other than Family surveys there is a an increase in the survey participation. We believe that the technical issues caused higher participation rate in 2018. Still our goal is having participation rate more than 85% for the following years.</p>			

Overall Satisfaction Rates:

This rate measures our stakeholders' overall satisfaction with the school through their responses to the following question: "**Overall, I am satisfied and would recommend this school to other students / parents / educators.**"

Overall Satisfaction Rates	Student	Family	Staff
Spring 2019 Overall Satisfaction Rates:	89%	98%	95%
Spring 2018 Overall Satisfaction Rates:	86%	99%	86%
Change since Spring 2018: <i>(percentage points)</i>	+3.0	-1.0	+9.0
Next Year Overall Satisfaction Targets:	≥85.0%	≥95.0%	≥90.0%
<p>Findings:There is a slightly decrease in parent overall satisfaction and there are increases in all other areas. Some of the free responses as:</p> <p>Students:</p> <p>What I like best about this school is if you don't understand stuff , the teachers help you learn it and you get better at it. The teachers also are very caring to all of us.</p>			

Family:

(+) Being a **small school** , I like strong connection between, **staff** , **students** and **parents** .

(-) I don't like that there is **sand** in the school playgrounds

Staff:

(+) Parent involvement and support to the staff professionalizing.

The collaborative feel between teaching staff and admin

(-) Our facilities, because they are run down and we only have easy access to one adult bathroom.

Average Approval Rates:**Student Survey:**

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	82%	20th-39th percentile	-1
Knowledge and Fairness of Discipline, Rules and Norms	77%	20th-39th percentile	+3
Safety	65%	60th-79th percentile	+3
Sense of Belonging (School Connectedness)	76%	20th-39th percentile	+2

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	98 %	80th-99th percentile	-1
Knowledge and Fairness of Discipline, Rules and Norms	98 %	80th-99th percentile	+1
Safety	98 %	80th-99th percentile	0
Sense of Belonging (School Connectedness)	98 %	80th-99th percentile	0

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	100%	80th-99th percentile	+4
Knowledge and Fairness of Discipline, Rules and Norms	96%	80th-99th percentile	+1
Safety	94%	80th-99th percentile	+8
Sense of Belonging (School Connectedness)	89%	80th-99th percentile	-2

Average approval rate measures our stakeholders' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2019 Average Approval Rates:	75%	98 %	95 %
Spring 2018 Average Approval Rates:	69%	98 %	92 %
Change since Spring 2018: (percentage points)	+ 6	0	+3.0
Next Year Average Approval Targets:	≥80 %	≥95.0 %	≥95 %

Survey Findings:

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

<p>Findings Based on Average Approval Rates of Survey Topics/Questions:</p> <p>GREATEST PROGRESS:</p> <p>Student needs addressed more with additional support programs. Staff and Parent overall approval is within the high percentile. Art and STEM collaboration is built in 2018-2019 school year.</p> <p>GREATEST NEEDS:</p> <p>Facility improvement (sand, IT, etc.)</p> <p>Bathroom and cafeteria</p>

Continue developing and training PBIS implementation for all staff

Sports and music programs

Continue refinement and communication of safety procedures

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis.

Findings Based on Free-Response Questions:

WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)

Small community school and class size

Stakeholders feel welcomed and supported; there is collaboration among stakeholders

Strong, consistent teaching staff

High quality education

After school programs

WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? (GROWS)

Facility improvement (sand, IT, etc.)

Bathroom and cafeteria

Continue developing and training PBIS implementation for all staff

Sports and music programs

Continue refinement and communication of safety procedures

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?

(SUGGESTIONS)

- 1) The principal will create a plan and work with the Home Office on improvement of the facilities by the end of June.
- 2) IT issues will be addressed during spring break.
- 3) Trainings for staff and assemblies for students on PBIS during summer in-service
- 4) Plan for a music program this summer; explore fundraising options in August
- 5) Work with the community to increase safety around the campus; communicate safety rules (driving, signs, etc.) with stakeholders

NEXT STEPS

All suggestions are taken into consideration. IT issues(2) have been addressed during the Spring Break 2019. All switches have been modernized, fiber cabling has been done between the buildings, all rooms have better wireless access points. The total cost was \$30K. There will be E-Rate reimbursement. With it we are planning to improve all teacher, office and admin computer desktops. The playground and restroom improvements will be done in June 2019. Site visits are continuing with the constructing companies. Number (3), (4),(5) are on the agenda.

Additionally, we are planning to have more and concentrated parent workshops to have adequate parental support for our students during the 2018-2019 school year.

MAGNOLIA SCIENCE ACADEMY - BELL

2018-19 STAKEHOLDER SURVEY REFLECTIONS

Introduction:

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 voices 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. MPS 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 safety. This feedback instrument provides 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.

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- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

Student SEL survey:

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the

spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Note: This document is about our reflections on the [annual stakeholder experience survey results](#). Our reflections on the student SEL surveys are provided in a separate document.

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2019 Survey Participation Rates:	100%	95.4%	100%
Spring 2018 Survey Participation Rates:	100%	100%	100%
Change since Spring 2018: <i>(percentage points)</i>	0	-4.6	0
Next Year Survey Participation Targets:	≥90.0%	≥90.0%	≥90.0%

Findings:

The participation rate was very similar to the prior year. The difference comes in family participation. The high participation rate is sustained through student incentive and utilizing advisory courses to complete the survey. Family surveys can be a challenge for tracking due to paper-based surveys and online surveys. Although small chance, there is a possibility that families that have completed both paper and online. The online survey is a convenience for families, but only a small percentage are able to access online. As a school, we will need to continue using paper-based as it is most convenient for our families.

Overall Satisfaction Rates:

This rate measures our stakeholders' overall satisfaction with the school through their responses to the following question: **"Overall, I am satisfied and would recommend this school to other students / parents / educators."**

Overall Satisfaction Rates	Student	Family	Staff
Spring 2019 Overall Satisfaction Rates:	71%	94%	86%
Spring 2018 Overall Satisfaction Rates:	68%	96%	78%
Change since Spring 2018: <i>(percentage points)</i>	+3.0	-2.0	+8.0
Next Year Overall Satisfaction Targets:	≥80.0%	≥90.0%	≥85.0%

Findings:

The stakeholder survey has shown growth and continual high marks from all 3 stakeholders. Through a thorough review of the survey responses, a theme that will need further attention is student interaction with staff and one another. This will be a focus as we enter into the 2019-20 school year. Safety and learning experience is recognized

by all stakeholders as an area of strength. This is maintained by the staff through the constant attention and care that is afforded to every child. Safety continues to be a priority because it is important to maintain an environment that is conducive for learning.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	79%	60th-79th percentile	-1
Knowledge and Fairness of Discipline, Rules and Norms	69%	60th-79th percentile	-3
Safety	70%	60th-79th percentile	+7
Sense of Belonging (School Connectedness)	67%	60th-79th percentile	0

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	96%	60th-79th percentile	-2
Knowledge and Fairness of Discipline, Rules and Norms	94%	60th-79th percentile	-1
Safety	95%	60th-79th percentile	0
Sense of Belonging (School Connectedness)	94%	60th-79th percentile	-1

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	98%	80th-99th percentile	+6

Knowledge and Fairness of Discipline, Rules and Norms	86%	40th-59th percentile	+9
Safety	71%	20th-39th percentile	-1
Sense of Belonging (School Connectedness)	85%	60th-79th percentile	+13

Average approval rate measures our stakeholders' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2019 Average Approval Rates:	71%	94%	86%
Spring 2018 Average Approval Rates:	68%	96%	78%
Change since Spring 2018: <i>(percentage points)</i>	+3.0	-2.0	+8.0
Next Year Average Approval Targets:	≥80.0%	≥90.0%	≥85.0%

Survey Findings:

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

Findings Based on Average Approval Rates of Survey Topics/Questions:

The following has been identified as strength from our students:

1. All topics are within the 60th-79th percentile in comparison with CORE District data set
2. Safety is the greatest area of growth
3. All topics are higher in comparison to MPS

Most students do identify friendship as an important aspect of the learning community. Although, relationships are essential especially within the learning community in the middle school age group. This can diminish the academic priorities of our school mission and vision to prepare students to be college and career ready. Emphasizing education and the importance of developing the skills to be competitive in academia will be a continual focus for the 2019-20 school year.

The following has been identified as strength from our families:

1. All topics are within the 60th-79th percentile in comparison with CORE District data set
2. Strong learning climate that welcomes students and families

3. Strong school structure (discipline)

As a school, our goal is to continually meet the target goals in this area. Safety is a major priority for our families. Safety through maintaining constant supervision and ensuring the socioemotional development our children has been essential for creating a welcoming environment and learning experience for all stakeholders.

The following has been identified as strength from our staff:

1. Overall School Experience at 95%, higher than the MPS average
2. Climate for learning and Sense of Belonging is within the 80th-99th percentile in comparison with CORE District datasets
3. The staff has a supportive climate that encourages creativity

MSA Bell has a difficult environment, the administration is aware of the challenges and dedicates time and effort to ensure that the staff is provided supports necessary to be successful in their duties. Collectively, work is being done on trauma-informed instruction and creation of more consistent instructional systems across grade levels to ensure the learning experience for all stakeholders continues to be a positive one.

GREATEST PROGRESS:

1. Students - Safety 7 percentile point increase and ranks in the 60th-79th percentile compared to others in the CORE District dataset
2. Families - Climate of support for academic learning has a favorable percentage of 96% and ranks in the 60th-79th percentile compared to others in the CORE District dataset
3. Teachers & Staff - Overall school experience has increased by 20 percentile points compared to the prior school year

GREATEST NEEDS:

1. Students - Sense of Belonging/Connectedness is the least favorable at 67% (60th-79th percentile compared to others in the CORE District dataset)
2. Families - Climate of support for academic learning has a favorable percentage of 96% and ranks in the 60th-79th percentile compared to others in the CORE District dataset
3. Teachers & Staff - Overall school experience has increased by 20 percentile points compared to the prior school year

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school?

What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis.

Findings Based on Free-Response Questions:

WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)

Upon analysis of the stakeholder responses, the following was collected as 'glows' for our learning community:

1. Students - Friendships; Caring Teachers; Sports Teams and Facilities; Muffins
2. Families - Staff members attentive to the needs of students; High-quality academic education; School Discipline Structure and Culture of the school; and Communication through various forms
3. Teachers & Staff - Support from administration team; Academic freedom; and Welcoming environment that feels like home

Creating a safe environment that is essential for a positive learning experience to close the achievement gap and it is the main focus of all stakeholders. The main and continuous focus is centered on teacher development and empowering families to understand and utilize the various resources that our school has to offer, including maximizing the Online Learning Platform in core courses to help students become college and career ready.

Although student friendships are essential in creating a welcoming environment and a sense of belongingness, it is essential to ensure that the friendships do not supersede the importance of creating a learning environment that will close the achievement gap and create a learning experience that increases college and career readiness.

WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? (GROWS)

Upon analysis of the stakeholder responses, the following was collected as 'grows' for our learning community:

1. Students - Student disruption; Teacher quality; Summit Learning; Uniform
2. Families - Cafeteria food; Uniform; School traffic; Co-Location; Student behavior
3. Teachers & Staff - Student disruption and discipline; High turnover rate; School Activities; Substitutes

Disruption of student learning by other students is the main theme identified by all stakeholders. Creating a collective narrative of the mission and vision of the school is essential and provided. The challenge is not every stakeholder is accepting of the expectations. The future engagement and articulation of the mission and vision of our learning community will be an area of focus into the upcoming school year. Professional development in the area of high engaging lessons and creation of behavioral expectation matrices is anticipated to assist in the learning experience for all stakeholders.

Other items such as Summit Learning Platform, homework, and uniform are areas of accountability that often do not settle well with students. Some of the future initiatives are to empower families to understand the importance of these tools in the goal to make our student college and career ready. Other priorities include developing advance

pathways for students to expand the learning experience beyond Advance Math Pathway (AMP), as well as redefining the intervention courses and pathway to utilizing the access of information that is made readily available for all stakeholders.

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?

(SUGGESTIONS, NEXT STEPS)

Suggestions and further development are listed within this document, below are quick highlights:

1. Redesigning advisory courses to best serve student groups
2. Continual development in utilizing data to inform instruction
3. Redesign lesson plans and curriculum maps to embrace areas of opportunities and project-based learning
4. Design of schoolwide and grade level behavior expectation matrices
5. Professional Development for families in personalized learning and the learning platform

MAGNOLIA SCIENCE ACADEMY - SANTA ANA

2018-19 STAKEHOLDER SURVEY REFLECTIONS

Introduction:

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 voices 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. MPS 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 safety. This feedback instrument provides 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.

Annual stakeholder experience survey:

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

Student SEL survey:

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the

spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Note: This document is about our reflections on the annual stakeholder experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2019 Survey Participation Rates:	93.0%	62.1%	96.3%
Spring 2018 Survey Participation Rates:	88.5%	74.5%	91.4%
Change since Spring 2018: <i>(percentage points)</i>	+4.5	-12.4	+4.9
Next Year Survey Participation Targets:	≥90.0%	≥80.0%	≥90.0%
Findings: In the student and staff participation rates, we see an significant increase (4.5 and 4.9)			

Overall Satisfaction Rates:

This rate measures our stakeholders' overall satisfaction with the school through their responses to the following question: **"Overall, I am satisfied and would recommend this school to other students / parents / educators."**

Overall Satisfaction Rates	Student	Family	Staff
Spring 2019 Overall Satisfaction Rates:	59%	89%	75%
Spring 2018 Overall Satisfaction Rates:	61%	88%	51%
Change since Spring 2018: <i>(percentage points)</i>	-2%	+1.0	+24
Next Year Overall Satisfaction Targets:	≥70.0%	≥80.0%	≥78%
Findings: Talk about your overall satisfaction rates here: any change from last year, etc.... Maybe include some quotes here from the free-responses that show how happy your stakeholders are?			

Average Approval Rates:Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	66%	20th-39th percentile	+ 1
Knowledge and Fairness of Discipline, Rules and Norms	56%	40th-59th percentile	- 2
Safety	60%	20th-39th percentile	+ 2
Sense of Belonging (School Connectedness)	52%	40th-59th percentile	- 3

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	57%	20th-39th percentile	+ 1
Knowledge and Fairness of Discipline, Rules and Norms	58%	40th-59th percentile	- 2
Safety	69%	20th-39th percentile	+ 2
Sense of Belonging (School Connectedness)	67%	40th-59th percentile	- 3

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	86%	0-19th percentile	+4
Knowledge and Fairness of Discipline, Rules and Norms	69%	0-19th percentile	+9
Safety	57%	0-19th percentile	+3
Sense of Belonging (School Connectedness)	75%	20th-39th percentile	+14

Average approval rate measures our stakeholders' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2019 Average Approval Rates:	59%	97.0%	93.0%
Spring 2018 Average Approval Rates:	61%	95.0%	95.0%
Change since Spring 2018: <i>(percentage points)</i>	-2.0	+ 2.0	- 2.0
Next Year Average Approval Targets:	≥70.0%	≥80.0%	≥80.0%

Survey Findings:

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

Findings Based on Average Approval Rates of Survey Topics/Questions:

Talk about your average approval rates here: any change from last year, answer the following questions, etc.

GREATEST PROGRESS:

Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?

Students: Students love the teachers the most. They also love the new gym and playground, and feel this is a safe environment for them to spend their day.

Family: The family surveys reflect they love the teachers the most. The safe environment, small class sizes, and communication home are very important to them too.

Staff: The staff feels the admin is more transparent this year, there are a lot more opportunities for dialogue and their feedback and the admin actually does what they say they are going to do. They are happier with the amount of communication, and they feel more supported this year.

GREATEST NEEDS:

Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e.,

are there any topics or questions for which approval rate for any student group is below the “all student” approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?

Students: The students do not like the fact that we don’t have sports and grass. The food is another area of need and the students are very unsatisfied.

Family: Parking and the lack of a street sign is the number one thing that parents are dissatisfied with. They hate the lack of parking spaces and the fact that it takes 40 minutes to pick up their children after school. Another thing they are unhappy with is the teacher turnover and the amount of subs that are in the classroom.

Staff: Lack of discipline and consequences is the greatest need to the teachers. They also feel that staying until 4:00pm every day is not necessary unless they have a club or tutoring.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis.

Findings Based on Free-Response Questions:

WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)

Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?

Students: Teachers, safe environment, friends, small classroom, gym, college opportunities, good education, ASB, paraprofessionals, playground, clubs, chromebooks, activities, field trips

Family: Teachers, staff, small class size, communication, activities, gym, parent training, K-12 school, summer school, after school programs, resources, clubs and tutoring,

Staff: Administrators, colleagues, students, teamwork, family, facility, gym, collaboration,

WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? (GROWS)

Considering the free responses to this question, what areas for improvement emerged in each survey type: student,

family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?

Students: Food, no grass, no sports, uniforms, substitutes, disrespectful middle schoolers, lack of discipline, no sports equipment,

Family: Lack of parking, food, teacher turnover, communication, substitute teachers, supervision, lack of activities, dress code/uniform, afternoon pick up, discipline, no sports, no music electives, location,

Staff: Lack of discipline, lack of consequences, parking, lack of supplies, staying until 4:00, pay, no field,

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?

(SUGGESTIONS)

Considering the free responses to this question, what suggestions for improvement emerged in each survey type: student, family, staff? Are there any patterns?

Students:Grass field(soccer),Lunch,better substitute,Parking Spaces,Swing,more play equipments,More fun field trips,using phones at Lunch(HS),Sports,More electives,

Family:Parking,No block schedule,More volunteers/students for morning drop off,Sports,More Supervision,More Discipline,More HW and Projects,Better communication,Street school signs

Staff:Supervision & Discipline system,Enforce rules,Positive reinforcement,School Cultures,raise,Guest Speakers

NEXT STEPS

- By August teacher inservice, we will conduct PD on discipline policy and procedures with all supervision staff and teachers.
- Starting 2019-20 school year, veteran/mentor teachers will support first and second year teachers on a weekly basis.
- All admin, office, and staff members will be on the same page and communicate with all stakeholders using all platforms of communication.
- Pay raise, more roundtable discussions, and teacher involvement in school decisions & planning
- Dashboard placards and other measures to ease after school flow of traffic.

Local Indicators

The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area. For each local indicator, the approved standard includes:

1. Measuring LEA progress on the local indicator based on locally available information, and
2. Reporting 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.

For each applicable local indicator, LEAs assign one of three performance levels:

- Met
- Not Met
- Not Met for Two or More Years

LEAs make the determination for each applicable local indicator by using self-reflection tools to measure and report their progress through the Dashboard. The collection and reflection on locally available information relevant to progress on local priority areas will support LEAs in local planning and improvement efforts.

Local Indicators that Apply to Charter Schools:

- **Priority 1:** Basic Services and Conditions
- **Priority 2:** Implementation of State Academic Standards
- **Priority 3:** Parent Engagement
- **Priority 6:** School Climate
- **Priority 7:** Access to a Broad Course of Study

Note: Self-reflection tool for Priority 3 has been revised by the SBE for Fall 2019 submission.

PRIORITY 1

Self-Reflection Tool for Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

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.

PRIORITY 2

Self-Reflection Tool for Priority 2: Implementation of State Academic Standards

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

DO NOT WRITE ANYTHING HERE BECAUSE WE CHOSE OPTION 2 AS OUR REFLECTION TOOL.

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, MTSS and Personalized PD..

PRIORITY 3

Self-Reflection Tool for Priority 3: Parent Engagement

Standard: The local educational agency (LEA) 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 and to stakeholders and the public through the California School Dashboard (Dashboard).

Criteria: The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

Evidence: The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard.

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g. attendance, engagement, academic outcomes, social emotional learning, etc.). Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The Local Control Funding Formula (LCFF) legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their local control and accountability plan (LCAP). The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

[1] California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA: Author.

Instructions

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
 - 1 – Exploration and Research Phase
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

5

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

5

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

4

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families, teachers, and classified staff) to build trusting and respectful relationships with families.

3

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Magnolia Science Academy-San Diego builds trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, home visits, parent dinner nights and parent conferences to promote parental participation in programs. Administrators greet all students and parents in the mornings during student drop off and have an open door policy welcoming all parents. Our staff connect with families through home visits, learning about students' outside interests, families, and home routines, and then using that information to connect in meaningful, individualized ways that can have huge rewards in helping to create happier, healthier, and smarter kids. The school uses home visits as one of the important features of its education program to improve student and school performance.

The School holds periodic meetings to gather input from our families. These meetings include PTF meetings, SSC meetings, coffee with the principal meetings and parent workshops. The school also conducts a family 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.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

4

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

4

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

4

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

4

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-San Diego staff is trained on MTSS expectations and school culture model during summer inservice. As part of our program, MSA-San Diego supports student learning through multi tiered support systems , parent meetings, online tools shared by teachers on a weekly basis, weekly newsletters and voice messages and grade level specific communications. Also based student specific feedback and resources given to parents during home visits, student lead conferences and parent conferences.

MSA San Diego's new communication system Parent Square keeps parents and staff in constant communications through multiple mediums such as texts, private messages and voicemail. Parent Square has also broken language barriers between staff and families through its automatic language translation.

Seeking Input for Decision Making

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

9. **Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision making.**

3

10. **Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.**

3

11. **Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.**

3

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

3

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-San Diego holds periodic meetings to gather input from our families. These meetings include PTF meetings, PTF Board meetings, SSC meetings MTSS meetings and Local Governance Community meetings. During these meetings parents have the opportunity to review school's draft budget, MTSS plan, LCAP, WASC , Health and Wellness plan .safety plan and provide input for our administration team. The school also conducts a family 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.

Appendix A: Resources

1. Southwest Educational Development Laboratory in Collaboration with the United States Department of Education. (2013) Partners in Education: A Dual Capacity Building Framework for Family School Partnerships. Retrieved from <https://www2.ed.gov/documents/family-community/partners-education.pdf>
2. California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA. Author. Retrieved from <https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf>
3. California Department of Education. (2017). Editable Templates for Family Engagement Toolkit. Sacramento, CA. Author. Retrieved from <https://www.cde.ca.gov/fg/aa/lc/documents/toolkittemplates.doc>
4. United States Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. (2018). [Head Start Parent, Family, and Community Engagement Framework](#). Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-framework.pdf>
5. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfceframework.pdf>

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

PRIORITY 6

Self-Reflection Tool for Priority 6: School Climate

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 2018-19, 89.2 % of our students participated in the survey and their responses provided an average approval rating of 53% on the eight topics of the survey., with a rating of 54% on Topic 3 (Safety) and a rating of 47% on Topic 4 (Sense of Belonging / School Connectedness). Our approval rating and sense of belonging rate for students decreased compared to last year. Based on the free responses the main reason for the decrease is the temporary behavior point system .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 “overall school experience ” 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.Based on the student feedback we started piloting a new MTSS alligned positive behavior point system with rewards.

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.

PRIORITY 7

Self-Reflection Tool for 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 offer honors math classes in each grade level to meet the needs of high achieving students. 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.