



## Magnolia Public Schools

### Regular Board Meeting

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**Date and Time**

Thursday January 21, 2021 at 5:30 PM PST

**Location**

<https://zoom.us/j/94790564661?pwd=djZyN2tCRUtUYUpEKzNnTmpjdkJMUT09>

**Meeting ID:** 947 9056 4661 **Passcode:** 319258

**One tap mobile :** +16699009128,,94790564661# US (San Jose)

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All members of the public can participate by calling in using the numbers provided above.

In compliance with the Americans with Disabilities Act (ADA) and upon request, Magnolia Public Schools may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Members of the public who need special accommodations or translation are strongly encouraged to contact Magnolia Public Schools at least 24 hours in advance of the Board meeting so assistance can be assured.

Any public records relating to an agenda item for an open session which are distributed to all, or a majority of all, of the Board Members shall be available for public inspection. Magnolia Public Schools values public comment during Board meetings. For members of the public who would like to speak, we have speaker cards to be filled out prior to the beginning of the meeting. For teleconference meetings you can email us your request for public comment. We limit individual speakers to three (3) minutes and speakers with interpreters to six (6) minutes. For any questions regarding this meeting email [contact@magnoliapublicschools.org](mailto:contact@magnoliapublicschools.org) or call 213-628-3634 Ext. 100.

**Board Members:**

Mr. Haim Beliak, Chair  
Dr. Umit Yapanel, Vice-Chair  
Dr. Salih Dikbas  
Ms. Diane Gonzalez  
Ms. Sandra Covarrubias  
Mr. Mekan Muhammedov

**CEO & Superintendent:**

Mr. Alfredo Rubalcava

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**Agenda**

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>5:30 PM</b>
Opening Items			
A. Call the Meeting to Order			1 m
B. Record Attendance and Guests			1 m
C. Approval of Agenda	Vote		1 m
D. Public Comments			5 m
E. Announcements from MPS CEO & Superintendent		A. Rubalcava	5 m
F. Approval of Minutes from Regular MPS Board Meeting- December 10, 2020	Approve Minutes		1 m
Approve minutes for Board Meeting on December 10, 2020			
<b>II. Consent Agenda</b>			<b>5:44 PM</b>
A. Approval of School Accountability Report Cards (SARC) for all MPS	Vote	D.Yilmaz	2 m
<b>III. Action Items</b>			<b>5:46 PM</b>
A. Approval of El Dorado Charter SELPA Revised Participation Agreement	Vote	E.Acar	10 m
B. Approval of College Counselor Coordinator & Teachers on Special Assignments (TOSA) Position	Vote	E.Acar	5 m
C. Approval of MPS Wellness Policy	Vote	Dr.Lopez	10 m
D. Non-Public Agency Approval for BII Support	Vote	E.Acar	5 m
E. Approval of 2020-2021 Employee Handbook	Vote	D.Hajmeirza	5 m
F. Election of Board Members to Magnolia Properties Management, Inc. (MPM)	Vote	P.Ontiveros	10 m
G. Approval of Revised MPS Finance & Governance/Nominating Board Committee Structure	Vote	Dr.Yapanel	5 m
<b>IV. Closed Session</b>			<b>6:36 PM</b>
A. Public Announcement of Closed Session	FYI		1 m
B. Conference with Legal Counsel – Anticipated Litigation - Significant exposure to litigation pursuant to § 54956.9(b): [1] case(s)	FYI		1 m
C. Report out from Closed Session	FYI		1 m
<b>V. Closing Items</b>			<b>6:39 PM</b>
A. Adjourn Meeting	Vote		

# Cover Sheet

## Announcements from MPS CEO & Superintendent

<b>Section:</b>	I. Opening Items
<b>Item:</b>	E. Announcements from MPS CEO & Superintendent
<b>Purpose:</b>	FYI
<b>Submitted by:</b>	
<b>Related Material:</b>	COVID-19 Updates (2).pdf



# COVID-19 Updates

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As of Thursday, January 21st



# CA Updates

## Regional Stay at Home Order

On Dec 3rd the state announces a new stay at home order that targets **REGIONS** that have an ICU availability of less than 15%

### Southern California Region

0.0% ICU availability

*4 week ICU capacity projection: below threshold as of 1/19/2021*

*Regional Stay Home Order effective*

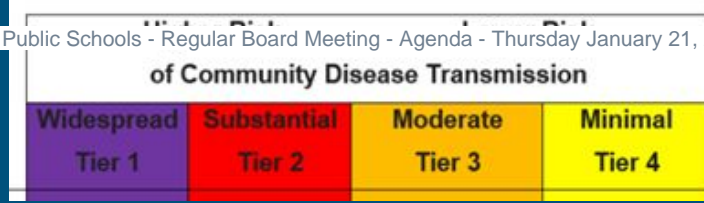
*12/6/2020 11:59 PM*

[See County Tiers](#)

## Safe Schools For All Proposal

- **School Hub made available.**
- TK-6 Reopening requirements:
  - County must reach an Adjusted Case rate of less than 25 per 100,000
- 8-12 Reopening Requirements
  - County must be out of the purple tier (Less than 7 per 100,000) to reopen
- Does not affect in person services for special population (SPED,EL,Homeless...)
- Schools to submit:
  - CALOSHA COVID-19 Prevention Program
  - [CADPH School Guidance Checklist](#)

Find the Status of activities in your county by visiting your counties website or the state website [here](#)



# Rates as of: 1/21/21

**Los Angeles County**  
Southern California Region

*Regional Stay Home Order effective 12/6/2020 11:59 PM*

**COUNTY RISK LEVEL**  
**Widespread\***  
Many non-essential indoor business operations are closed

**COUNTY METRICS**  
150.7 New COVID-19 cases per day per 100K  
75.3 Adjusted case rate for tier assignment  
17.1% Positivity rate (7-day average)  
22.4% Health equity quartile positivity rate

3 weeks prior 12/29	2 weeks prior 1/5	1 week prior 1/12	Current 1/19
Widespread	Widespread	Widespread	Widespread

\*See California Blueprint Data Chart for tier determination

**San Diego County**  
Southern California Region

*Regional Stay Home Order effective 12/6/2020 11:59 PM*

**COUNTY RISK LEVEL**  
**Widespread\***  
Many non-essential indoor business operations are closed

**COUNTY METRICS**  
97.4 New COVID-19 cases per day per 100K  
60.6 Adjusted case rate for tier assignment  
14.8% Positivity rate (7-day average)  
19.8% Health equity quartile positivity rate

3 weeks prior 12/29	2 weeks prior 1/5	1 week prior 1/12	Current 1/19
Widespread	Widespread	Widespread	Widespread

\*See California Blueprint Data Chart for tier determination

**Orange County**  
Southern California Region

*Regional Stay Home Order effective 12/6/2020 11:59 PM*

**COUNTY RISK LEVEL**  
**Widespread\***  
Many non-essential indoor business operations are closed

**COUNTY METRICS**  
99.7 New COVID-19 cases per day per 100K  
67.1 Adjusted case rate for tier assignment  
16.7% Positivity rate (7-day average)  
21.2% Health equity quartile positivity rate

3 weeks prior 12/29	2 weeks prior 1/5	1 week prior 1/12	Current 1/19
Widespread	Widespread	Widespread	Widespread

\*See California Blueprint Data Chart for tier determination

# LA County Updates

- [LA County DPH K-12 Reopening Protocols \(Latest Update- 12/28\)](#)
  - Will be updated by the end of the month to be inline with the new CA Safe Schools Plan
- [LA County List of Schools that are reopening for small cohorts of students](#)
- [Link to LA County Tk-12 ToolKit](#)
- [Travel Quarantine](#): Any person in LA County who travels outside the Southern CA region must quarantine for 10 days.
- **LA County Recommendation:** Limit in person services for the remainder of the month

# OC County Updates

County has been pushed back to the purple tier

<https://occcovid19.ochealthinfo.com>

# SD County Updates

[San Diego County Social Distancing and Sanitation Protocol](#)

[SD County Call in Tuesday at 10am](#)

[SD County Charter schools Call in Fridays at 1pm](#)

County has been pushed back to the purple tier

## All Counties:

### New Quarantine Instructions For Close Contacts:

Quarantine at home for 10 days(may return to work/school if no symptoms) and monitor symptoms for an additional 4 days.

# Site updates

## **MPS is open to students in a small cohort capacity at:**

- MSA-1
  - MSA-2
  - MSA-6
  - MSA-7
  - MSA-SD
  - MSA-SA
- Collocated sites are waiting for more guidance from LAUSD to be able to open for small groups



## Cover Sheet

### Approval of Minutes from Regular MPS Board Meeting- December 10, 2020

<b>Section:</b>	I. Opening Items
<b>Item:</b> December 10, 2020	F. Approval of Minutes from Regular MPS Board Meeting-
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for Board Meeting on December 10, 2020

APPROVED



## Magnolia Public Schools

### Minutes

#### Board Meeting

#### Regular Board Meeting

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#### **Date and Time**

Thursday December 10, 2020 at 6:00 PM

#### **Location**

<https://zoom.us/j/92941683037?pwd=QzZpd21JenFyL1FFKzFZMDZxVkhkZz09>

Meeting ID: 929 4168 3037

Passcode: 681379

One tap mobile

+16699009128,,92941683037# US

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#### Board Members:

Mr. Haim Beliak, Chair

Dr. Umit Yapanel, Vice-Chair

Dr. Salih Dikbas

Ms. Diane Gonzalez

Ms. Sandra Covarrubias

Mr. Mekan Muhammedov

#### CEO & Superintendent:

Mr. Alfredo Rubalcava

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#### **Directors Present**

D. Gonzalez, H. Beliak, M. Muhammedov, S. Covarrubias, S. Dikbas, U. Yapanel

#### **Directors Absent**

*None*

#### **Directors who arrived after the meeting opened**

S. Dikbas

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## I. Opening Items

### A. Call the Meeting to Order

H. Beliak called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Dec 10, 2020 @ 6:43 PM.

### B. Record Attendance and Guests

Refer to attendance information reported above.

### C. Approval of Agenda

H. Beliak made a motion to approve the agenda with the removal of Action Items: III F, III G, and III H.

S. Covarrubias seconded the motion.

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

#### Roll Call

S. Covarrubias	Aye
M. Muhammedov	Aye
U. Yapanel	Aye
H. Beliak	Aye
S. Dikbas	Absent
D. Gonzalez	Aye

### D. Public Comments

M. Rowell, Assistant Principal at MSA-Santa Ana, spoke about the school being highlighted in The Los Angeles Times for their event in partnership with Orange County Soccer Club. G. Serce, Principal at MSA-San Diego, recognized S. Dikbas, MPS Board Member, for his donation to the school which was matched by his organization. Fund were for the purpose of supporting MPS families and students amidst hardships of the the ongoing pandemic. The Big Give Campaign allowed MSA-San Diego to purchase Chromebooks for their students and exceeded their goal. Mrs. Candido, President of MSA-Santa Ana's Parent-Teacher Fellowship (PTF)-who was assisted in translation by Ms. Baltazar, MSA-Santa Ana ASES after school Coordinator and Discipline Coordinator- shared information about their Together We Thrive Campaign and asked for support from the community and the MPS board. The purpose of the funds are to renovate areas of recreation for the students.

S. Dikbas arrived.

### E. Announcements from MPS CEO & Superintendent

J. Wade, Assistant Executive Office Manager, gave Covid-19 health and safety updates which included the most recent case count in the counties. She highlighted the regional stay at home order and the Los Angeles County Department of Public Health updated K-12 re-opening protocols. MPS school sites that are open in small cohort capacity are MSA-1, 2, 6, 7, Santa Ana and San Diego. Co-located sites are still awaiting guidance from LAUSD. A. Rubalcava, MPS CEO & Superintendent, gave updates from LAUSD. Based on the ongoing surge of cases, MPS decided collectively to continue with distance learning to January 31st and will reevaluate on January 12th. There is no in-person activities in school sites out of precaution for students and staff. R. Beliak, MPS Board Chair, asked if MPS has been approached for vaccinations for staff and/or students which A. Rubalcava answered no as of now. S. Covarrubias, MPS Board Member, asked what are the policies and procedures to visit a school site to which J. Wade answered it is with appointment only with a symptom screening being conducted by a CNA or trained school staff member as well as other implementations that

schools have done including but not limited to; sticker/markings, barriers, and school area limitations.

#### **F. Approval of Minutes from Regular MPS Board Meeting- November 12th, 2020**

S. Covarrubias made a motion to approve the minutes from Regular Board Meeting on 11-12-20.

M. Muhammedov seconded the motion.

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

##### **Roll Call**

U. Yapanel	Aye
D. Gonzalez	Aye
S. Dikbas	Aye
S. Covarrubias	Aye
H. Beliak	Aye
M. Muhammedov	Aye

## **II. Consent Agenda**

#### **A. Approval of the MOU addendum between the State Board of Education (SBE) and MSA-Santa Ana**

D. Yilmaz, MPS Chief Accountability Officer, informed the Board of an added addendum to the MOU from the State Board of Education due to SB126. This addendum including items that will need to be made public on the MPS website as well as approved by the MPS Board. These additions which include the approval of Bylaws and the Brown Act have already been followed by MPS prior to the addendum.

S. Dikbas made a motion to approve the MOU addendum between the State Board of Education (SBE) and MSA-Santa Ana.

U. Yapanel seconded the motion.

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

##### **Roll Call**

D. Gonzalez	Aye
S. Dikbas	Aye
M. Muhammedov	Aye
U. Yapanel	Aye
H. Beliak	Aye
S. Covarrubias	Aye

#### **B. Approval of Additional Extension for Independent Contractor - Noflin Enterprises**

P. Ontiveros, MPS General Counsel and Director of Facilities, presented the proposed extension of the Noflin Enterprises contract for an additional three months. Currently C. Brimmer, from Noflin Enterprises is assisting in facility related school projects. S. Covarrubias, MPS Board Member, thanked the efforts made by Mrs. Brimmer.

H. Beliak made a motion to approve an amendment to the Independent Contractor Agreement by and between MPS and Noflin Enterprises for up to three (3) months, commencing December 18, 2020 and expiring on or about March 18, 2021 according to the terms and conditions set forth in this report and any attached exhibits, with such changes as MPS Staff may deem appropriate.

S. Covarrubias seconded the motion.

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

##### **Roll Call**

S. Dikbas	Aye
D. Gonzalez	Aye

**Roll Call**

M. Muhammedov Aye  
 U. Yapanel Aye  
 H. Beliak Aye  
 S. Covarrubias Aye

**III. Action Items****A. Approval of the Californians Dedicated to Education Foundation - CA Bridging the Digital Divide Fund**

I. Soto, MPS Director of Development & Communications, presented the grant given to MSA-1 for purchasing 300 Chromebooks. I. Soto recognized J. Lopez, IT Manager at MSA-1 who worked in leading the grant application efforts. J. Lopez explained that this grant will help MSA-1 be better equipped in equitable learning through technology and to close the gap of digital accessibility. U. Yapanel, MPS Board Vice-Chair, asked if this grant was available for all schools to which I. Soto said that the team only applied for MSA-1. U. Yapanel recommended that MPS should take advantage of all the opportunities for grants presented to close the digital divide for all MPS schools. G. Serce, Principal at MSA-San Diego, added that his school tried to apply but there were certain requirements that they did not meet.

H. Beliak made a motion to approve and accept the receipt of the Californians Dedicated to Education Foundation-CA Bridging the Digital Divide Grant for MSA-1 in the amount of \$80,700.

U. Yapanel seconded the motion.

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

**Roll Call**

S. Covarrubias Aye  
 S. Dikbas Aye  
 H. Beliak Aye  
 M. Muhammedov Aye  
 U. Yapanel Aye  
 D. Gonzalez Aye

**B. Approval of the School Plan for Student Achievement (SPSA) for all MPS**

D. Yilmaz, MPS Chief Accountability Officer, described how four MPS school sites received Title 1,2,3 and 4 funds and how they are using federal funds to supplement the core programs at the school sites. Z. Ocel, Principal at MSA-3, and J. Hernandez, Principal at MSA-Bell presented their SPSA overview and process for their schools. J. Hernandez is working to develop a format to help his stakeholders understand the school plan for MSA-Bell and for them to engage. U. Yapanel, MPS Board Vice-Chair, was curious on how this intervention is working virtually, J. Hernandez explained though it does not compare with in-person they are seeing success in their Saturday schools sessions to which Z. Ocel agreed.

D. Gonzalez made a motion to approve the School Plan for Student Achievement (SPSA) for all MPS.

S. Dikbas seconded the motion.

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

**Roll Call**

H. Beliak Aye  
 M. Muhammedov Aye  
 D. Gonzalez Aye  
 S. Dikbas Aye  
 U. Yapanel Aye  
 S. Covarrubias Aye

**C. Approval of the 2020-21 Local Control Funding Formula (LCFF) Budget Overview for Parents for all MPS**

S. Orazov, MPS Chief Financial Officer, presented the yearly LCFF budget overview for all MPS schools. The report will be in conjunction with the Interim Budget Report for all MPS. This is provided to parents to promote transparency and understanding of school budgets. This includes the projected revenues, the revenue sources, state funds, local funds, federal funds, budgeted expenditures all broken down in detail. This information will be posted on the MPS website and will be provided to the authorizing agencies for all MPS schools.

H. Beliak made a motion to approve the Local Control Funding Formula (LCFF) Budget Overview for Parents for all MPS.

S. Dikbas seconded the motion.

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

**Roll Call**

U. Yapanel	Aye
D. Gonzalez	Aye
M. Muhammedov	Aye
H. Beliak	Aye
S. Covarrubias	Aye
S. Dikbas	Aye

**D. Approval of the 2020-21 First Interim Budget Report for all MPS**

S. Orazov, MPS Chief Financial Officer, updated the Board on the Interim Budget Report for all MPS. MSA-1,5,6, Santa Ana and San Diego projected some growth in the June budget and added up additional students on the funding base and consolidated additional revenue for 2021. He also presented the cash flow for each school. There was no change in terms of the funding base across the board. As for expenditures, compared to the August revision that was taken to the Board, there was not a huge difference. As part of the CARES Act schools received one time restricted funding (Coronavirus Relief Fund). Some of those funds went to technology purposes to provide distance learning. MPS is complying with all the restrictions when it comes to reporting those restricted funds.

M. Muhammedov made a motion to approve the 2020-21 revised current year budget and submit the same as First Interim Reports for fiscal year 2020-21.

D. Gonzalez seconded the motion.

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

**Roll Call**

D. Gonzalez	Aye
M. Muhammedov	Aye
U. Yapanel	Aye
S. Dikbas	Aye
H. Beliak	Aye
S. Covarrubias	Aye

**E. Approval of the 2020-21 Compliance Monitoring and Certification of Board Compliance Review for MSA-Santa Ana**

D. Yilmaz, MPS Chief Accountability Officer, presented the State Board of Education Compliance Monitoring review for the board to certify MSA-Santa Ana's compliance of their requirements which range from teacher credentials to Brown Act training. All requirements were already being followed and MPS Home Office frequently monitors. Once approved, R. Beliak, MPS Board Chair, will sign the certification of MSA-Santa Ana's compliance on behalf of the board at the end of the meeting.

H. Beliak made a motion to approve the 2020-21 Compliance Monitoring and Certification of Board Compliance Review for MSA-Santa Ana.

S. Dikbas seconded the motion.

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

**Roll Call**

U. Yapanel Aye  
S. Dikbas Aye  
H. Beliak Aye  
M. Muhammedov Aye  
D. Gonzalez Aye  
S. Covarrubias Aye

**F. Election of Board Members to Magnolia Properties Management, Inc. (MPM)**

Item was tabled.

**G. Approval of Revised MPS Finance Board Committee Structure**

Item was tabled.

**H. Approval of Updates to Fiscal Policies**

Item was tabled.

**I. Approval of Agreement with Financial Planning & Analysis (FP&A) Software Contract**

As part of improving the budgeting process, S. Orazov, MPS Chief Financial Officer, recommended to implement a financial analysis tool as the Finance Department currently relies on Excel Spreadsheets and Google Document. This will help in regards to the complexity of recording financial budgeting and other matters. MPS reached out to three vendors and after the evaluation process, staff recommends to go with Adaptive Insights as they have a working relationship with other Charter Schools. The system will also help to build a better workflow and will allow school sites to access the software. S. Dikbas, MPS Board Member, asked if there is training provided by Adaptive Insights, to which Mr. Orazov replied that there is, as well as video tutorials as an added resource.

M. Muhammedov made a motion to approve the contracted services with Adaptive Insights to be used for all school sites and the Home Office.

S. Dikbas seconded the motion.

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

**Roll Call**

D. Gonzalez Aye  
S. Dikbas Aye  
H. Beliak Abstain  
S. Covarrubias Aye  
M. Muhammedov Aye  
U. Yapanel Aye

**J. Approval of MPS Staff to Respond to Letter of Intent and Negotiate Purchase and Sale Agreement**

The Facilities Committee lead by M. Muhammedov, MPS Board Member and Facilities Committee Chair, gave a background on the potential partnership with the City of Los Angeles and MSA-1 with regards to the building of an ice rink. The Letter of Intent (LOI) is to open up negotiations and discussions with the City of Los Angeles and is not a binding documents This item went first to the Facilities Committee on December 9, 2020 and was approved to take to the board. S. Covarrubias, MPS Board Member, asked for the Facilities Committee to inform the Board on any changes that might occur.

M. Muhammedov made a motion to approve the letter of Intent for Sale of Portion of the MSA-1 High School Parking Lot.

D. Gonzalez seconded the motion.

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

**Roll Call**

S. Covarrubias	Aye
H. Beliak	Aye
M. Muhammedov	Aye
D. Gonzalez	Aye
U. Yapanel	Aye
S. Dikbas	Aye

**K. Approval of MSA-1 Franco Architects Design Contract**

This item was taken to the Facilities Committee on December 9, 2020 and was approved to take to the Board. M. Muhammedov, MPS Board Member and Facilities Committee Chair, shared that this will give Franco Architects the approval to design the architectural needs of MSA-1 Middle School campus, which includes adjusting an unlevelled area inside. Franco Architects has worked with MPS before and has familiarity with the school. R. Beliak, MPS Board Chair, had concerns with using this architect due to a previous project that left MPS having to take a financial burden over an oversight. P. Ontiveros, MPS General Counsel and Director of Facilities, said the scope and straightforward design of this project falls under their area of expertise and does not have concerns that they will have the same issues. S. Covarrubias, MPS Board Member, shared the same concern with using this architect and suggested to look at another. R. Beliak proposed an amendment to the resolution, for an Ad-hoc committee consisting of R. Beliak and M. Muhammedov to be designated to assist staff in the process and discussion of architectural services for MSA-1 capital improvement projects and report it back to the Board.

S. Covarrubias made a motion to create an Ad-hoc Committee consisting of R. Beliak and M. Muhammedov to be designated to assist staff in the process and discussion of architectural services for MSA-1 capital improvement projects and report it back to the Board.

H. Beliak seconded the motion.

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

**Roll Call**

S. Covarrubias	Aye
U. Yapanel	Aye
M. Muhammedov	Aye
H. Beliak	Aye
D. Gonzalez	Aye
S. Dikbas	Aye

**IV. Information/Discussion Items**

**A. Review of MPS' LCAP process: 4 goals, 20 actions, and lots of metrics**

D. Yilmaz, MPS Chief Accountability Officer, went over the LCAP and the related goals and action steps. The Financial Planning & Analysis (FP&A) Software tool that was approved by the Board will help code every expense into the LCAP goals and actions. Throughout the year they create charts that show the standing so that MPS schools are able to see where they currently are and to show their progress in regards to reaching their goals. This will be helpful in monitoring the 50+ metrics. The Accountability Department will report out data, measure out schools progress and how they monitor the progress. No vote was required.

**B. Data presentation: 2020-21 MPS Demographics**

L. Woods, MPS Executive Office Manager for the Accountability Department, oversees all CALPADS and data submissions for the state and local authorizers



which is reported yearly. In regards to student enrollment MPS is close to where they were last school year. L. Woods went over individual schools enrollment counts as well as a comparison from last years census day. The most significant difference is in the free and reduced numbers which tracks the number of students eligible for free or reduced meals. However what is available now is an Alternative Household Income Form which they are collecting from families so they can get MPS schools back to those free and reduced percentages that is usually seen annually. That is expected to change once they collect more of the Alternative Household Income forms from families. No vote was required.

**C. Update on LAUSD Oversight Report on Fiscal Benchmarks**

S. Orazov, MPS Chief Financial Officer, presented the Fiscal Benchmarks for MSA-4, 6 & 7. This presentation included the MPS action plan and proof of ongoing implementation. Part of the renewals for MSA-4,6 & 7 came with certain benchmarks put forth by those schools that they must meet during their charter term. Areas that were presented in the oversight reports for growth and improvement were highlighted to the Board as well as the Board approved plans of action for each area. Recommendations that were previously made were also presented with discussions to supplement those areas as well as a Board approved action plan for the areas of recommendation. This was previously discussed with the Board September 2020.

**V. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 10:36 PM.

Respectfully Submitted,  
H. Beliak

## Cover Sheet

### Approval of School Accountability Report Cards (SARC) for all MPS

<b>Section:</b>	II. Consent Agenda
<b>Item:</b> all MPS	A. Approval of School Accountability Report Cards (SARC) for all MPS
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Consent Item A.pdf



Board Agenda Item #	II A: Consent Item
Date:	January 21, 2021
To:	MPS Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of School Accountability Report Cards (SARC) for all MPS

### Proposed Board Recommendation

I move that the board approve the School Accountability Report Cards (SARC) for all MPS.

### Background

All active public schools/LEAs and nonpublic, nonsectarian schools are required to prepare and disseminate a SARC for the primary purpose of providing parents with data and information to make meaningful comparisons between schools (inclusive of charter schools). Charter schools are required to prepare SARC reports as a method by which to measure pupil progress in meeting pupil outcomes for state priorities, pursuant to EC section 47605(b)(5)(C).

The SARC presented for board approval is for the year of 2019-20 and covers information about the school, including but not limited to, Conditions of Learning, Pupil Outcomes, Engagement, expenditures per pupil, professional development and other information about the school. There is a template provided by the CDE and the majority of the data in SARC is provided by the CDE and pre-populated in the report while the school is asked to provide a narrative in the following areas: school description and mission statement, school facility conditions and planned improvements, career technical education programs, opportunities for parental involvement, school safety plan, types of services funded, and professional development.

SARC needs to be approved by the board annually by February 1 and posted on each school's website. It is also required of LEAs to notify all parents of the availability of a full report and provide instructions regarding how this information can be obtained both through the Internet and on paper (upon request). LEAs with access to the Internet are required to make SARCs available through that medium. MPS will publish SARC after board approval and before February 1 and will notify parents of the availability. It is a federal requirement to send some form of notification, such as a newsletter or flyer sent home to parents, that a hard copy will be made available upon request at the school site.

Budget Implications

N/A

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

It is mandated by the state that each school have a board approved SARC available for public view.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- School Accountability Report Cards (SARC) (one for each MSA)



[SARC Home](#) » Magnolia Science Academy

## 2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

# School Accountability Report Card

## Reported Using Data from the 2019–2020 School Year

### California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

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### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
<b>District Name</b>	Los Angeles County Office of Education
<b>Phone Number</b>	(562) 922-6111
<b>Superintendent</b>	Debra Duardo
<b>Email Address</b>	<a href="mailto:duardo_debra@lacoedu">duardo_debra@lacoedu</a>
<b>Website</b>	<a href="http://www.lacoedu">http://www.lacoedu</a>
School Contact Information (School Year 2020–2021)	
<b>School Name</b>	Magnolia Science Academy
<b>Street</b>	18238 Sherman Way
<b>City, State, Zip</b>	Reseda, Ca, 91335-4550
<b>Phone Number</b>	818-609-0507
<b>Principal</b>	Mustafa Sahin, Principal
<b>Email Address</b>	<a href="mailto:msahin@magnoliapublicschools.org">msahin@magnoliapublicschools.org</a>
<b>Website</b>	<a href="http://msa1.magnoliapublicschools.org">http://msa1.magnoliapublicschools.org</a>

**County-District-School**      19101996119945  
**(CDS) Code**

*Last updated: 1/13/2021*

## **School Description and Mission Statement (School Year 2020–2021)**

Magnolia Science Academy-1 (MSA-1) is the first Magnolia Public School founded as a public charter school in Fall 2002. MSA-1 currently serves over 715 students in grades 6 through 12. Enrollment is on a first come first serve basis when a public lottery is not required.

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to our schools. Most data presented in this report are reported for the 2019–20 school year. School finances and school completion data are reported for the 2018–19 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2020–21 school year.

For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office. Magnolia Science Academy 18238 Sherman Way Reseda, CA 91335-4550  
Phone: 818-609-0507 E-mail: [msa1@magnoliapublicschools.org](mailto:msa1@magnoliapublicschools.org)

Mission Statement MSA-1 is a classroom-based charter school serving grades 6–12 with a curriculum emphasis on science, technology, engineering, arts and math. The school primarily serves students and parents of the San Fernando Valley area.

**M i s s i o n** 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.

**V i s i o n** Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society. MPS has identified the following core values, which are reinforced through the Life Skills curriculum, schoolwide learner outcomes (SLOs), and all school activities:

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

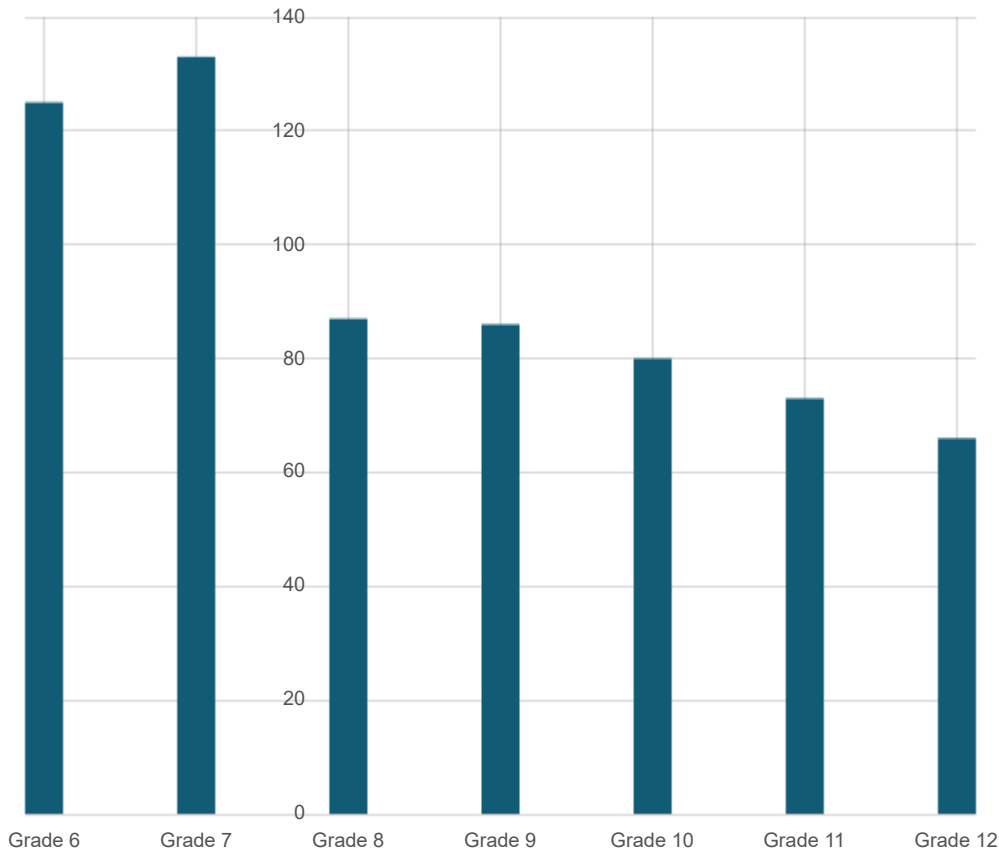
**I n n o v a t i o n** Students will have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest and career plans will support students' college and career readiness. This will include student participation in their four-year plans, afterschool enrichment programs, STEAM program choice options, adaptive assessments and blended learning strategies, differentiated instruction and differentiated and adaptive assessments.

**C o n n e c t i o n** School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, the community cultivates an identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, field trips, life skills classes and coaching to support our overall community-based goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long-term resilience and connection.

*Last updated: 1/13/2021*

**Student Enrollment by Grade Level (School Year 2019–2020)**

Grade Level	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
<b>Number of Students</b>	125	133	87	86	80	73	66	650



*Last updated: 1/13/2021*

**Student Enrollment by Student Group (School Year 2019–2020)**



<b>Student Group</b>	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or La
<b>Percent of Total Enrollment</b>	0.50 %	%	3.20 %	1.40 %	89.50 %
<b>Student Group (Other)</b>	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	
<b>Percent of Total Enrollment</b>	90.50 %	19.20 %	14.00 %	%	

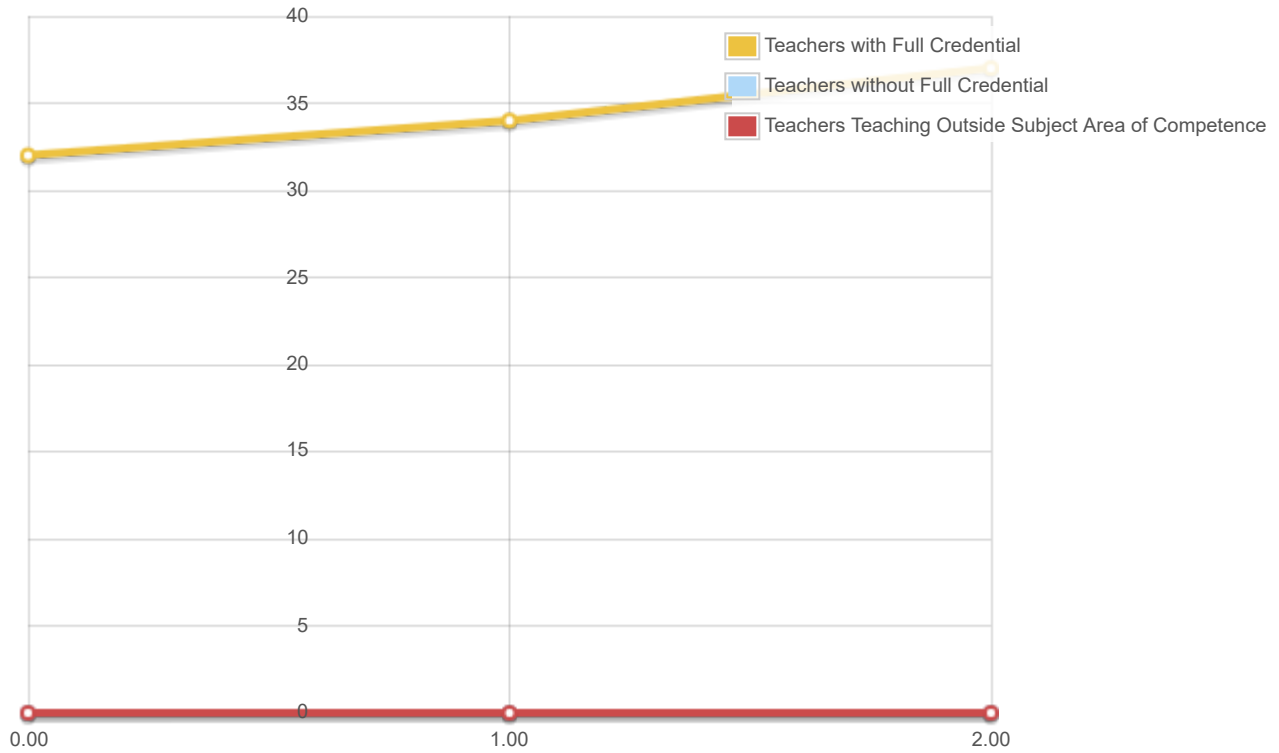
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

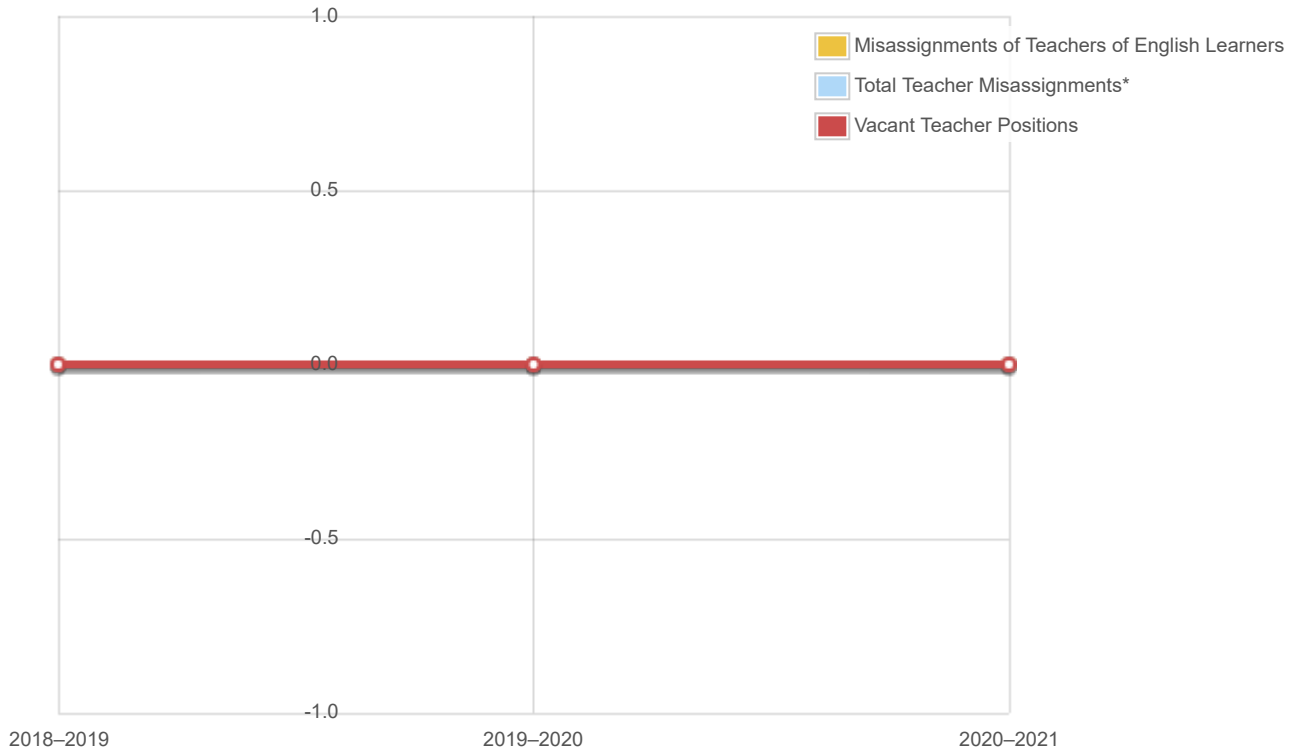
Teachers	School 2018– 2019	School 2019– 2020	School 2020– 2021	District 2020– 2021
With Full Credential	32	34	37	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/13/2021

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-2019	2019-2020	2020-2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/13/2021

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)**

Year and month in which the data were collected: January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts		Yes	0.00 %
Mathematics		Yes	0.00 %
Science		Yes	0.00 %
History-Social Science		Yes	0.00 %
Foreign Language		Yes	0.00 %
Health		Yes	0.00 %
Visual and Performing Arts		Yes	0.0 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

*Last updated: 1/13/2021*

### School Facility Conditions and Planned Improvements

MSA-1 is housed in facilities that have received state Fire Marshal approval, meet the Los Angeles Uniform Building Code, meet federal American Disabilities Act (ADA) access requirements, and have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard. Periodic inspections shall be undertaken as necessary to ensure such safety standards are met.

MSA-1 is in compliance with all Asbestos Hazard Emergency Response Act (AHERA, 29 CFR Part 763, Subpart E) regulations, including compliance with inspections mandated by AHERA utilizing independent consultants. Dependent on the facility lease requirements, MSA-1 outsources all maintenance/custodial duties and operational functions including major and minor repairs, pest control, landscaping and gardening to vendors qualified to perform such functions.

*Last updated: 1/13/2021*

### School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

**Overall Facility Rate**

Year and month of the most recent FIT report: January 2021

Overall Rating	Exemplary
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*Last updated: 1/13/2021*

**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students**

**Grades Three through Eight and Grade Eleven**

**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	45.0%	N/A	42.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	30.0%	N/A	30.0%	N/A	39%	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/13/2021*

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	31	N/A	23	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

*Last updated: 1/13/2021*

## Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	94.20%

*Last updated: 1/13/2021*

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2020–2021)

MSA1 is a school of choice which greatly benefits from parent involvement in our students' learning process. Our school provides a login for parents so they have the ability to track their child's progress at school. Each staff member has an email address and phone number and parents can easily access their contact information via the website. The teachers and administration at MSA-1 are very responsive to emails and phone messages left by parents.

Additionally, teachers do home visits which enhance communication beyond what a phone call or an email can do. These home visits are critical components in maintaining an open line of communication between teachers and home life. Before the start of the school year, MSA-1 holds an orientation for both new and returning students. Each teacher has the opportunity to meet their homeroom students and families to convey the school and classroom expectations. Parents are also able to voice any concerns they have prior to the school year starting as well as have any of their questions answered.

Our Parent Task Force (PT F) meets every month. We also have Coffee with the Admin team to give parents the opportunity to meet the whole admin team once a month. Throughout the entire year, parents have the opportunity to stop by any teachers' classroom during an assigned time to discuss a student's progress. This is particularly necessary because parents know for certain that a teacher can be reached. Open Houses are held during the school year are open to the neighbors and community that the school is located in. Field trips organized over the course of the year are often taken within the community.

Every six weeks parents are mailed home a hard copy of their child's progress report. Teachers are able to make personal comments on each student that explain the student's progress beyond the letter grade. This description is helpful to the parents because the comment is directly written for their child. We also offer our parents learning opportunities such as Parent University on Saturdays and or during the weekdays.



Last updated: 1/13/2021

## State Priority: Pupil Engagement

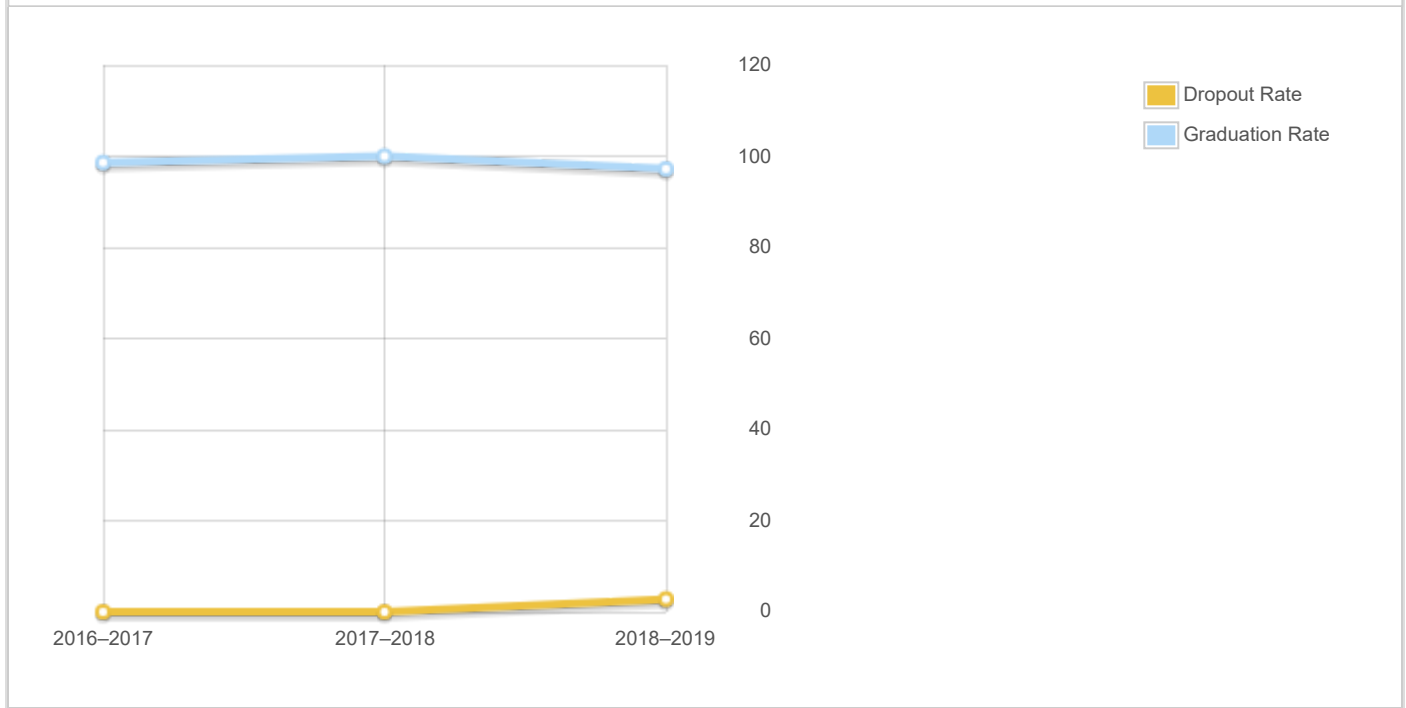
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016– 2017	School 2017– 2018	School 2018– 2019	District 2016– 2017	District 2017– 2018	District 2018– 2019	State 2016– 2017	State 2017– 2018	State 2018– 2019
Dropout Rate	0.00%	0.00%	2.80%	35.90%	36.60%	28.60%	9.10%	9.60%	9.00%
Graduation Rate	98.60%	100.00%	97.20%	39.30%	50.70%	57.10%	82.70%	83.00%	84.50%

### Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/13/2021

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
<b>School 2017–2018</b>	0.00%	0.00%
<b>School 2018–2019</b>	2.30%	0.00%
<b>District 2017–2018</b>	11.50%	0.10%
<b>District 2018–2019</b>	3.50%	0.10%
<b>District 2018–2019</b>	3.50%	0.10%

**State 2017–2018**

**Suspensions and Expulsions for School Year 2019–2020 Only**

**State** (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
<b>School 2019–2020</b>	1.23%	0.00%
<b>District 2019–2020</b>	--	--
<b>District 2019–2020</b>	--	--

**State 2019–2020**

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

*Last updated: 1/13/2021*

**School Safety Plan (School Year 2020–2021)**

MSA-1 conducts fire, earthquake and other mandated drills including lockdown drills. Our campus is a very safe and welcoming school for our students, parents and staff. We build our school culture by establishing and following up on our standards and expectations. The whole staff is trained during the summer and meets every week to be on the same page to provide our students with a sound structure. Teachers meet with their SSR (homeroom) students to go over the student handbook that explains our standards and expectations of them including rules and procedures. Our reward and discipline system and clear school and classroom rules provide a consistent and nurturing environment. Our staff also provides adequate supervision during transitions and breaks, along with organized campus beautification days when students and parent volunteer to improve the look of the campus.

Last updated: 1/13/2021

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

**Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)**

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size							30.00	
Number of Classes * 1-20							1	
Number of Classes * 21-32							14	
							1	

**Number of Classes \* 33+** \* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)**

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size							27.00	
Number of Classes * 1-20							31	
Number of Classes * 21-32							3	

**Number of Classes \* 33+** \* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)**

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size							26.00	
Number of Classes * 1-20							1	
Number of Classes * 21-32							30	
							3	

Number of Classes \*  
33+

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

Last updated: 1/13/2021

### Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	English	Mathematics	Science	Social Science
Average Class Size	23.00	23.00	25.00	24.00
Number of Classes * 1-22	7	7	5	5
Number of Classes * 23-32	15	13	12	11
		1		

Number of Classes \*  
33+

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	English	Mathematics	Science	Social Science
Average Class Size	22.00	21.00	22.00	24.00
Number of Classes * 1-22	9	14	8	6
Number of Classes * 23-32	13	11	10	10
			1	

Number of Classes \*  
33+

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)**

Subject	English	Mathematics	Science	Social Science
<b>Average Class Size</b>	23.00	22.00	26.00	25.00
<b>Number of Classes * 1-22</b>	9	10	3	3
<b>Number of Classes * 23-32</b>	16	14	16	15
<b>Number of Classes * 33+</b>	1	2		

**Number of Classes \***  
**33+**

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 1/13/2021*

**Ratio of Pupils to Academic Counselor (School Year 2019–2020)**

Title	Ratio
Pupils to Academic Counselor*	325

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/13/2021*

**Student Support Services Staff (School Year 2019–2020)**

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.00

**Number of FTE\* Assigned to School**

Other	1.20
-------	------

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/13/2021*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14274.00	\$4401.25	\$9872.78	\$67860.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	--
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

*Last updated: 1/13/2021*

**Types of Services Funded (Fiscal Year 2019–2020)**

MSA-1’s charter petition and Local Control and Accountability Plan (LCAP) describe school-wide goals, as well as specific actions to be taken in each of the eight state priority areas, plus any locally identified priority areas, to achieve goals for all students and student groups. The LCAP also includes expenditures required to implement each of the goals and actions, including a description of how additional funds provided for low-income students, English learners and foster youth are used to increase or improve services for these students. Additionally, MSA-1 uses federal funds to supplement state and local funds to provide a coherent education program. The actions and services described in our LCAP include the following:

Goal 1: Basic Services for a High-Quality Learning Environment: Teacher assignments and credentials, instructional materials and technology, clean and safe facilities that support learning, healthy and nutritious meals, and well-orchestrated Home Office support services.

Goal 2: Excellence: Broad course of study and standards-based curriculum, professional development for high quality instruction, MTSS - Academic enrichment, intervention and student support, designated and integrated ELD programs, and support for students with disabilities.

Goal 3: Innovation: College/Career readiness programs and activities, STEAM and GATE programs, digital literacy and citizenship programs, physical education, activity, and fitness, and additional programs and activities that support well-

rounded education.

Goal 4: Connection: Seeking family input for decision making, building partnerships with families for student outcomes, MTSS - PBIS and SEL support, annual stakeholder surveys, and community outreach and partnerships.

*Last updated: 1/13/2021*

**Advanced Placement (AP) Courses (School Year 2019–2020)****Percent of Students in AP Courses** 44.90%

Subject	Number of AP Courses Offered*
Computer Science	1
English	2
Fine and Performing Arts	1
Foreign Language	3
Mathematics	2
Science	2
Social Science	3
Total AP Courses Offered*	14

\*Where there are student course enrollments of at least one student.

Last updated: 1/13/2021

**Professional Development**

Measure	2018– 2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15

Questions: SARC TEAM | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0406

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1430 N Street  
Sacramento, CA 95814





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## David Garner, Principal

- Principal, Magnolia Science Academy 2



## About Our School

Dear Parents, Guardians, and Stakeholders,

Welcome to the SARC Report for Magnolia Science Academy-2 (MSA-2). You can follow our school activities 24/7 via our webpage at [msa2.magnoliapublicschools.org](http://msa2.magnoliapublicschools.org), or our twitter page @magnoliascience.

Respectfully,

David Garner  
Principal  
Magnolia Science Academy 2  
17125 Victory Blvd.  
Lake Balboa, CA 91406-5455  
Phone: 818-758-0300  
E-mail: [dgarner@magnoliapublicschools.org](mailto:dgarner@magnoliapublicschools.org)

## Principal's Comment

David Garner, Principal  
Magnolia Science Academy 2

## Contact

Magnolia Science Academy 2  
17125 Victory Blvd.  
Van Nuys, CA 91406-5455

Phone: 818-758-0300

Email: [dgarner@magnoliapublicschools.org](mailto:dgarner@magnoliapublicschools.org)

## About This School

### Contact Information (School Year 2020–2021)

#### District Contact Information (School Year 2020–2021)

**District Name** Los Angeles County Office of Education

**Phone Number** (562) 922-6111

**Superintendent** Debra Duardo

**Email Address** [duardo\\_debra@lacoed.edu](mailto:duardo_debra@lacoed.edu)

**Website** <http://www.lacoed.edu>

#### School Contact Information (School Year 2020–2021)

**School Name** Magnolia Science Academy 2

**Street** 17125 Victory Blvd.

**City, State, Zip** Van Nuys, Ca, 91406-5455

**Phone Number** 818-758-0300

**Principal** David Garner, Principal

**Email Address** [dgarner@magnoliapublicschools.org](mailto:dgarner@magnoliapublicschools.org)

**Website** <http://msa2.magnoliapublicschools.org>

**County-District-School  
(CDS) Code** 19101990115212

## School Description and Mission Statement (School Year 2020–2021)

Magnolia Science Academy-2 (MSA-2 Charter School), is a classroom-based charter school serving grades 6–12 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2007, MSA-2's mission is to provide "a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others." MSA-2 currently has 466 students in grades 6-12, and mainly draws enrollment from Van Nuys, CA, and neighboring communities. MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. MSA-2 adopted the Gates Model of providing its students with a small school environment, staffed with high quality educators and dedicated professionals whose sole purpose is to educate and prepare each child for higher education. Classroom instruction at MSA-2 is supplemented by tutoring, after-school programs, Saturday school enrichment, morning school support, and school-to-university pathways.

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Enrollment is on a first come first serve basis when a public lottery is not required.

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to our schools. Most data presented in this report are reported for the 2019–20 school year. School finances and school completion data are reported for the 2019-20 school year. Contact information, facilities, curriculum, instructional materials, and select teacher data are reported for the 2019–20 school year.

For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

Magnolia Science Academy 2  
Address: 17125 Victory Blvd., Lake Balboa, CA, 91406-5455  
Phone: 818-758-0300  
Email: [dgarner@magnoliapublicschools.org](mailto:dgarner@magnoliapublicschools.org)

### Our History

Magnolia Science Academy – 2 (MSA-2) opened its doors to serve the community of Reseda in the Fall of 2007 for the grades 6th through 12th grade. In 2010, the school site moved to Lake Balboa. The school provides an academically rigorous standards-based curriculum.

**Our Mission**

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

**Our Vision**

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

**INNOVATION**

Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest, and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

**CONNECTION**

School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

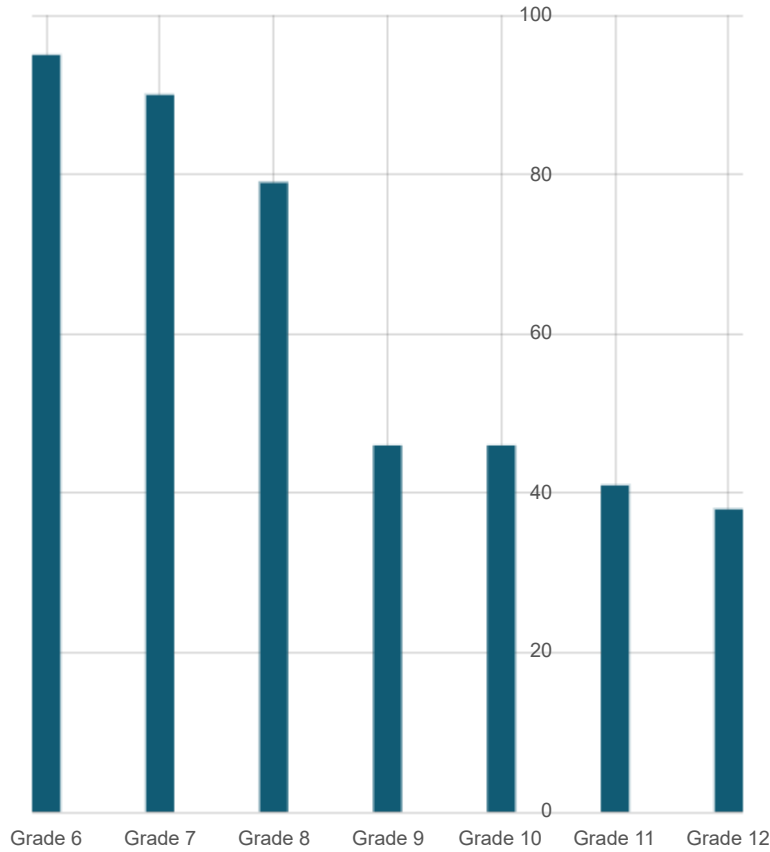
**EXCELLENCE**

Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

*Last updated: 1/14/2021*

**Student Enrollment by Grade Level (School Year 2019–2020)**

<b>Grade Level</b>	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
<b>Number of Students</b>	95	90	79	46	46	41	38	435



Last updated: 1/14/2021

**Student Enrollment by Student Group (School Year 2019–2020)**

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or La
<b>Percent of Total Enrollment</b>	2.30 %	%	3.91 %	2.30 %	86.44 %
◀ ▶					
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	
<b>Percent of Total Enrollment</b>	91.95 %	13.10 %	14.48 %	%	
◀ ▶					

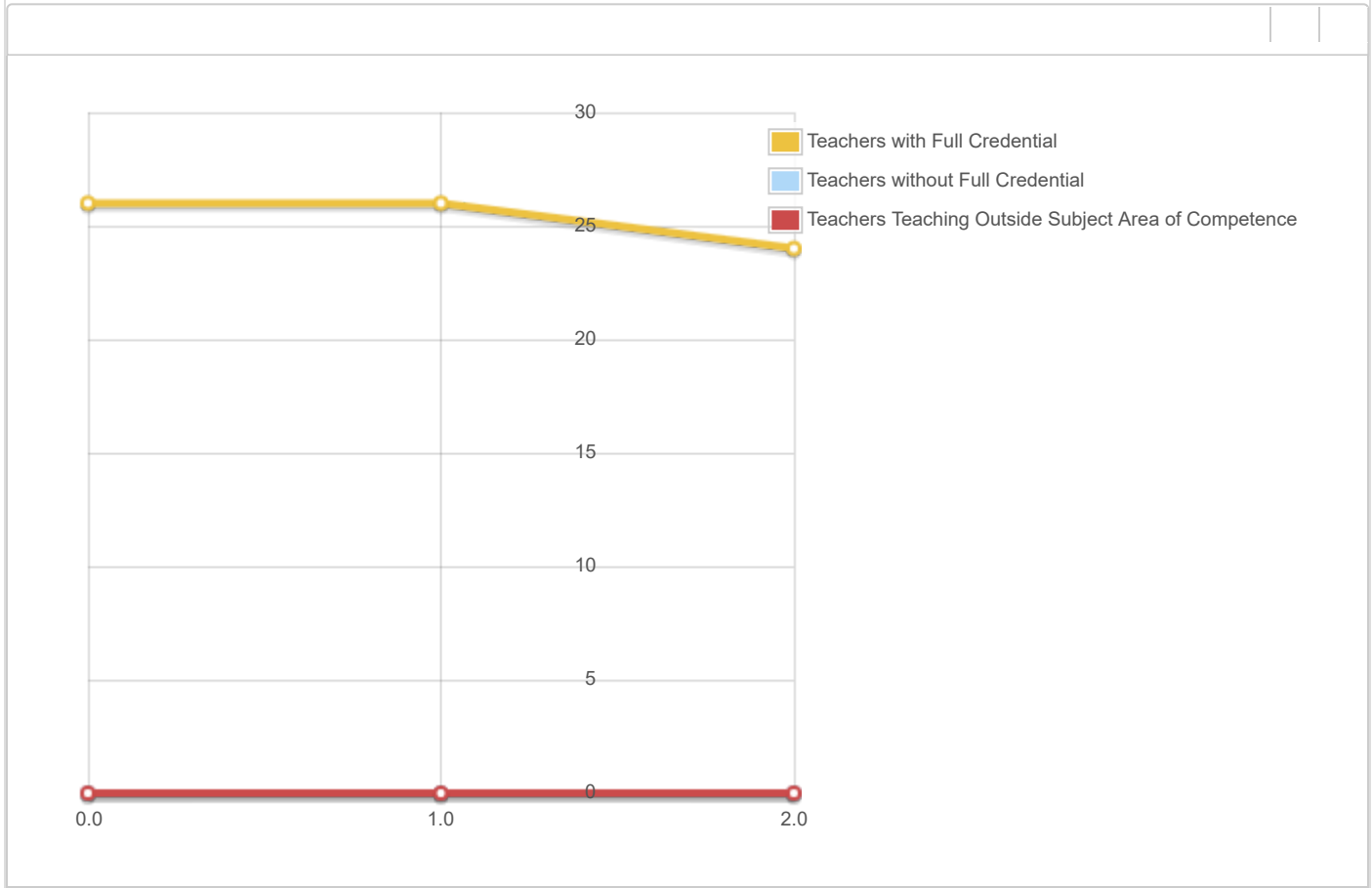
**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

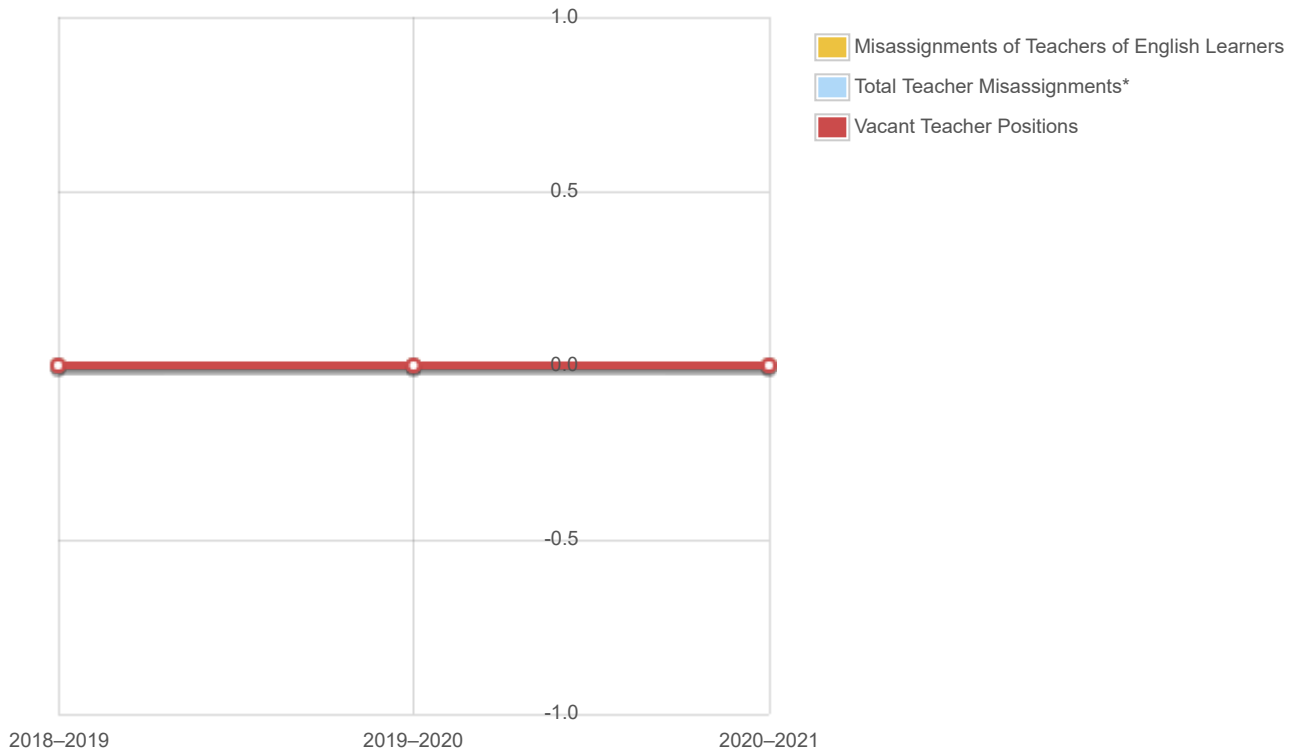
Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	26	26	24	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/14/2021

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/14/2021

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)**

Year and month in which the data were collected: January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill	Yes	0.00 %
Mathematics	McGraw Hill	Yes	0.00 %
Science	McGraw Hill	Yes	0.00 %
History-Social Science	McGraw Hill	Yes	0.00 %
Foreign Language	Wayside Publishing	Yes	0.00 %
Health		Yes	0.00 %



Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts		Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/14/2021

### School Facility Conditions and Planned Improvements

MSA-2 is located on a facility which is on the Birmingham Community Charter High School (BCCHS) Complex of LAUSD. Maintenance services are handled by LAUSD, and janitorial services are handled by MSA-2.

Last updated: 1/14/2021

### School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: January 2021

Overall Rating	Good
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*Last updated: 1/14/2021*

## State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
English Language Arts / Literacy (grades 3-8 and 11)	41.0%	N/A	42.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	28.0%	N/A	30.0%	N/A	39%	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/14/2021*

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/14/2021*

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/14/2021*

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	21	N/A	23	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

*Last updated: 1/14/2021*

**CAASPP Tests Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/14/2021*

## Career Technical Education (CTE) Programs (School Year 2019–2020)

List of programs offered by MSA2 include:

- VEX IQ Middle School Robotics
  
- VEX EDR Middle School Robotics
  
- VEX EDR High School Robotics
  
- VEX Robotics Advisory
  
- REC Foundation Aerial Drones

During the 2019-20 academic year, MSA-2 started a REC Foundation Aerial Drones program. In February 2020, our high school students qualified for the REC Foundation Aerial Drones World Championship. The REC Foundation Aerial Drones World Championship was scheduled to be showcased at the VEX Robotics World Championships which was planned to take place from April 26-28, 2020, in Louisville, Kentucky.

The REC Foundation Aerial Drones Competition offers middle school and high school students an opportunity to get hands-on experience in STEM education in the form of an affordable, fast-paced game. Students in the program have the opportunity to learn how to safely operate a drone, work as a team, and research workforce applications of aerial robotic technology; all while having a blast. Due to the Covid-19 pandemic, the World Championship tournament was not able to take place.

During the 2018-19 academic year, MSA-2's VEX Robotics team qualified to compete in the U.S. Open Robotics Championship tournament for the second consecutive year and placed 17th in the nation out of thousands of teams. For multiple years, MSA2 has offered VEX Robotics as an elective class for high school students. Even though VEX Robotics middle school program was exclusively offered as an after school club during the previous academic year, the team still managed to achieve a tremendous success. During the 2018-19 academic year, we offered VEX Robotics as an elective class for middle school students for the first time. The impact of this change has been positive, as demonstrated by three times more school teams qualifying during the school year for the U.S. Open Robotics Championship tournament across VEX IQ and VEX EDR.

*Last updated: 1/14/2021*

### Career Technical Education (CTE) Participation (School Year 2019–2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	194
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

*Last updated: 1/14/2021*



## Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	92.10%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	85.37%

## State Priority: Other Pupil Outcomes

*Last updated: 1/14/2021*

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

*Last updated: 1/14/2021*

## State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

## Opportunities for Parental Involvement (School Year 2020–2021)

MSA-2 is a school of choice which greatly benefits from parent involvement in our students' learning process. Our school's website provides a login for parents so that they can track their child's progress at school. Each staff member has issued an email address, and phone number and parents can easily access their contact information. The teachers and administration at MSA-2 are very responsive to emails and phone messages left by parents.

Additionally, teachers do home visits which enhance communication beyond what a phone call or an email can do. These home visits are critical components in maintaining an open line of communication between teachers and home life.

Every six weeks parents are mailed home a hard copy of their child's progress report. We also offer our parents learning opportunities such as Parent College on Saturdays.

Parents are also able to voice any concerns and questions. Throughout the entire year, parents have the opportunity to stop by any teachers' classroom during an assigned time to discuss a student's progress. This is particularly necessary because parents know for certain that a teacher can be reached. MSA-2 also holds an orientation for both new and returning students, Parent Teacher Conferences, and Back to School Night. Each teacher has the opportunity to interview their students and families to convey the school and classroom expectations.

Our parents may be involved in many aspects of school planning as well. Magnolia Science Academy-2 has a Parent Task Force that meets Monthly. MSA-2 also has a school site council, a school improvement team that provides support for the school administration for academic, extracurricular activities as well as grant opportunities. Parents are also invited to participate in English Learner Advisory Committee (ELAC) meetings which are held four times a year. Parents are also invited to the Magnolia Public Schools' Board Meetings. Parents can also meet with our admin team every Friday for a "Coffee with the Principal."

In order to ensure effective parental involvement and support a partnership among the school, parents and the community to improve student academic achievement, MSA-2 provides the following programs to assist parents in understanding State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

- The school will encourage parents to serve on its board of directors;
- The school will seek input from the PTF and the SSC on ways to assist parents to understand the Standards and Requirements.
- The school will encourage parents to serve on its board committees.
- The school will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Regular meetings will be held by the school at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.
- The school will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

In an effort to foster parental involvement, the school will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- Student-Teacher Status Portal: MSA-2 uses an online web portal to enable parents, students, and teachers to communicate more efficiently. Teachers utilize Google

Classroom for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers will be encouraged to come to the school and use one of the available computer stations, and are provided a Chromebook from the school during Distance Learning. Classes are held at the school as well as remotely via Zoom during distance learning on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

- The school will provide parents with access to literacy programs that bond families around reading and using the public library.
- The school will provide annual seminars on parenting skills and parent-child communication.
- The school's psychologist will work with parents to better understand their children and the issues facing them.
- The school will train parents how to tutor their children in the school.
- Individualized student and parent advisory sessions: Each of school teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

The school annually educates teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training takes place each year in staff orientations, annual staff development materials and other in-service trainings held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the school, the education will take place after the following research is done (which shall be accomplished within the first 90 days of the commencement of the School year):

- Home Visits: Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the school uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.
- The school teachers visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and

social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.

- Grade Level Coordinators have been established where school staff call all parents of participating students to solicit feedback and ideas for building ties between parents and the school, how to best communicate with parents and how to work with parents as equal partners.

- A survey is sent home to parents of participating students that solicits information on what skills each parent has to offer the school and what types of parental involvement programs in which parents would most likely participate.

The school involves parents in the development of the training regarding the importance of parent involvement for teachers, principals and other educators to improve the effectiveness of such training.

In order to maximize parental involvement and participation, the school arranges school meetings at various times or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at the school.

The school adopts and implements model approaches to improving parental involvement. The school has developed appropriate roles for community-based organizations and businesses in parent involvement activities, such as sponsoring events, providing volunteers for school activities, and creating internships for students.

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

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

In order to engage parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan, the School engages parents of participating students as follows:

- The School conducts at least one Family Learning Night each year where all parents of participating children will be invited to the School to learn about the different Title I, Part A programs, details of this policy, and if applicable, the schoolwide program plan. These meetings are held at flexible times. Additionally, some may be located at community libraries or at parent volunteer homes for those who live far from the School.
- Parents not attending the Family Learning Nights are contacted by a volunteer by telephone to encourage participation and inform them of future Family Learning Nights.
- The School publishes a regular Newsletter with notification of upcoming participation opportunities.
- Each year, the School holds an End of School Night, at which parents of participating children will be invited to review Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan and recommend any changes.
- At least one of parents of participating children is invited to accompany School staff on retreats to participate in discussions and sessions dealing with Title I, Part A programs.
- If requested by parents of participating children, the School schedules regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School responds to such suggestions within 48 hours.
- If the schoolwide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan to the authorizers/CDE.

#### School Site Council (SSC):

- If a SPSA is required, the School creates a School Site Council (SSC) where it plans, reviews, and improves Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan. The SSC meets at the School and is composed of 10 members, selected by their peers.

The SSC is constituted to ensure parity between the principal, classroom teachers and other school personnel; (b) parents or other community members selected by parents and pupils. Classroom teachers comprise the majority of persons represented under category (a). (Education Code Section 65000)

Additionally, the SSC is involved in decisions regarding how funds reserved for parent engagement activities are allotted for those activities.

#### Parent Advisory Committee (PAC):

- If a SPSA is not required, and the LCAP can serve as the SPSA, MPS chooses to utilize the LCAP to serve as the SPSA. MPS will utilize our Parent Advisory Committee (PAC) in developing the LCAP. In this case, PAC will meet the stakeholder engagement requirements.
- PAC will plan, review, and improve the LCAP as well as plan, review, and improve Title I, Part A programs and align them to the LCAP. PAC will also be the main committee reviewing the parent and family engagement policy, and if applicable, other school program plans. School leadership will work closely with PAC to ensure parents are engaged in the school improvement process.
- Parent Advisory Committee - as used in California Education Code (EC) sections 52063 and 52069, shall be composed of a majority of parents, as defined in subdivision (e), of pupils and include parents of pupils to whom one or more of the definitions in EC Section 42238.01 apply. A governing board of a school district or a county superintendent of schools shall not be required to establish a new parent advisory committee if a previously established committee meets these requirements, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act.

#### English Learner Parent Advisory Committee (ELPAC):

- English Learner Parent Advisory Committee - as used in EC sections 52063 and 52069 for those school districts or schools and programs operated by county superintendents of schools whose enrollment includes at least 15 percent English learners and at least 50 pupils who are English learners, shall be composed of a majority of parents, as defined in subdivision (e), of pupils to whom the definition in EC Section 42238.01(c) applies. A governing board of a school district or a county superintendent of schools shall not be required to establish a new English learner parent advisory committee if a previously established committee meets these requirements.

#### Consulting with Pupils:

- Consult with Pupils - as used in EC sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.
- The School annually conducts student, parent, and staff surveys to improve our stakeholders' school experience and to consult with them. Conducting such stakeholder surveys is an essential part of the School's LCAP development process.

The school implements an effective means of outreach to parents of limited English proficient students to inform them regarding how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State

academic content standards expected of all student. To accomplish this goal, the school does the following:

- The school holds regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The school provides language translators at parent meetings to the extent practicable.
- The school schedules meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- The school provides parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school's principal will visit the classes to interact with the parents.
- English Learner Advisory Committee: The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council (SSC) on programs and services for English Learners.

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC).

The school provides full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the school does the following:

- The school schedules meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- Teachers are encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students' progress.
- Teachers meet one-on-one with parents of such students on an as needed basis to ensure the proper supports are in place for the student.

MSA-2 strives to attain a collaborative culture of data analysis, needs assessment, planning, aligning funding to our documented school goals and priorities, reflection, and improvement. All our stakeholder groups (parents/Parent Advisory Committee (PAC), students, staff, School Site Council (SSC), ELAC, PTF, Home Office support team, Board of Directors, charter authorizer, ACS WASC, and our community partners) are critical, active, informed, and responsible participants in this process to ensure we make effective decisions that benefit students. Particularly for the LCAP/SPSA, the school consulted with the PAC, SSC, and ELAC for planning, review, and update of the programs in the LCAP/SPSA. These committees reviewed input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflected on our existing LCAP/SPSA actions/services and measurable outcomes, continued or modified them for improvement, and we also planned for new actions and services as the needs arose. The following are the dates of such meetings:

## Parent Involvement 2020-2021 Academic Year

## July:

- 7/30 Town Hall Meeting (English)
- 7/30 Town Hall Meeting (Spanish)

## August :

- 8/14 Orientation (English)
- 8/14 Orientation (Spanish)
- 8/14 Textbook Pickup
- 8/17 Textbook Pickup
- 8/21 Coffee with the Principal - Distance Learning Family Support
- 8/28 Coffee with the Principal - Grade Level Coordinators Presentation

## September:

- 9/4 Coffee with the Principal - Student Engagement, Illuminate, Grades, Parent Square, & Handbook
- 9/9 Back to School Night
- 9/11 Coffee with the Principal - Progress Reports, Dean of Students Support, Technology & Food Services, Mental Health Support, Saturday School
- 9/14 - 9/21 Social Emotional Learning - Stakeholder Survey
- 9/18 Coffee with the Principal - PE & Health Support During Distance Learning (PE Teacher)
- 9/25 ELAC Meeting
- 9/30 September Mustang Flash Newsletter

## October:

- 10/2 ELAC Meeting
- 10/6 Parent Teacher Conferences
- 10/7 Parent Teacher Conferences
- 10/8 Parent Teacher Conferences
- 10/8 Financial Aid Information Session with Pierce College for High School Students & Families
- 10/9 Coffee with the Principal - Learning Continuity and Attendance Plan
- School Plan for Student Achievement (SPSA) Page 32 of 104 Magnolia Science Academy 2
- 10/10 Parent Education Bridge for Student Achievement Foundation: Parent University - Introduction to Computer
- 10/17 Parent Education Bridge for Student Achievement Foundation: Parent University - Introduction to the Parent Portal & Google Classroom
- 10/23 School Site Council Meeting
- 10/23 Title I Meeting
- 10/24 Parent Education Bridge for Student Achievement Foundation: Parent University - Introduction to Google Docs
- 10/24 Bilingual College Camp 6-12th grade students and parents with Hispanic Scholarship Fund
- 10/30 - Coffee with the Principal - College Counselor Presentation
- 10/31 Parent Education Bridge for Student Achievement Foundation: Parent University - Introduction to Google Slides
- 10/31 October Mustang Flash Newsletter



November:

- 11/6 Coffee with the Principal - Social Emotional Student Supports, Academic Interventions
- 11/6 Advanced Placement High School Student and Parent Information Night
- 11/7 Bilingual College Camp 6-12th grade students and parents with Hispanic Scholarship Fund
- 11/7 Parent Education Bridge for Student Achievement Foundation: Parent University - Introduction to Google Drive - How to be More Organized
- 11/13 Coffee with the Principal - Assistant Principal & Dean of Academic Presentation - Academic Supports
- 11/14 Parent Education Bridge for Student Achievement Foundation: Parent University - Tools to Help Students Get Organized
- 11/20 Thanksgiving PBIS Assembly
- 11/20 Coffee with the Principal - Thanksgiving Break Academic Camp Presentation, Illuminate & Google Classroom Grade Verification
- 11/21 Parent Education Bridge for Student Achievement Foundation: Parent University - Discovering Your Child's Learning Style
- 11/21 Bilingual College Camp 6-12th grade students and parents with Hispanic Scholarship Fund
- 11/25 College Counselor Q&A

December:

- 12/1 - 12/7 Mental Health and Wellness Stakeholder Survey - Parent/Caregiver & Students
- 12/1 Attendance / Truancy Parent Intervention Meetings with Grade Level Coordinators
- 12/2 Attendance / Truancy Parent Intervention Meetings with Grade Level Coordinators
- 12/4 School Site Council Meeting
- 12/4 ELAC Meeting
- 12/5 Parent Education Bridge for Student Achievement Foundation: Parent University - Motivation for Academic Success
- 12/12 Parent Education Bridge for Student Achievement Foundation: Parent University - Review and Parent Graduation

*Last updated: 1/14/2021*

## State Priority: Pupil Engagement

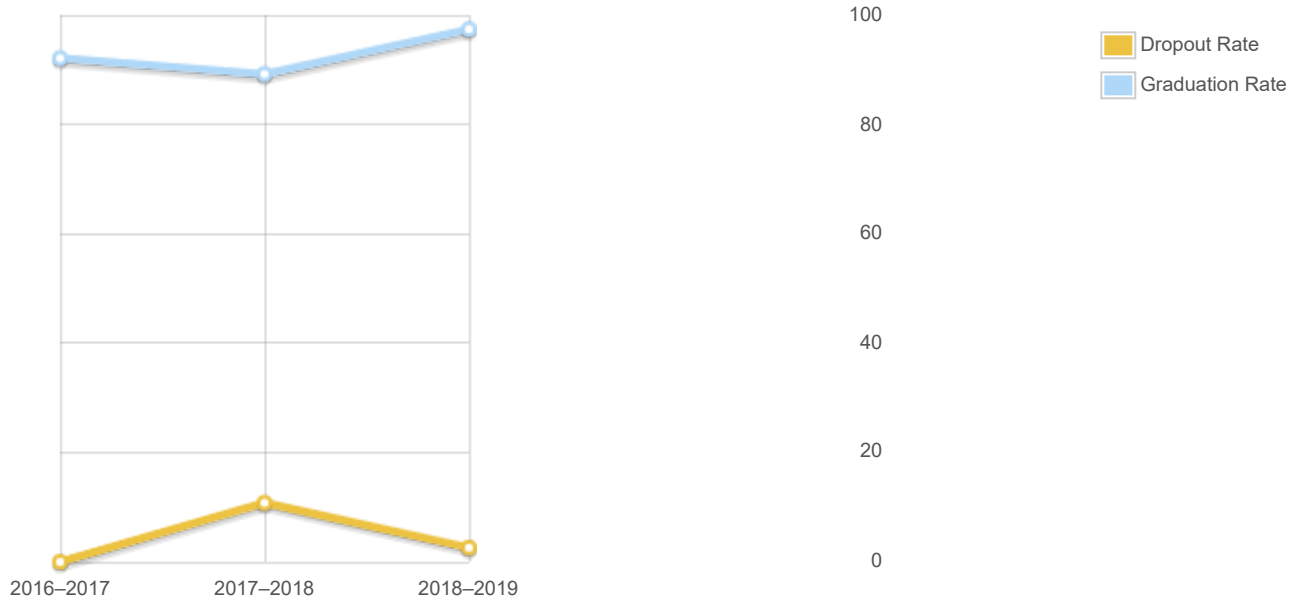
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016– 2017	School 2017– 2018	School 2018– 2019	District 2016– 2017	District 2017– 2018	District 2018– 2019	State 2016– 2017	State 2017– 2018	State 2018– 2019
Dropout Rate	0.00%	10.80%	2.60%	35.90%	36.60%	28.60%	9.10%	9.60%	9.00%
Graduation Rate	92.10%	89.20%	97.40%	39.30%	50.70%	57.10%	82.70%	83.00%	84.50%

**Dropout/Graduation Rate (Four-Year Cohort Rate) Chart**



*Last updated: 1/14/2021*

**State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Suspensions	Expulsions
0.40%	0.40%
0.00%	0.00%
9.60%	0.00%
11.50%	0.10%
3.50%	0.10%
3.50%	0.10%

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
<b>School 2019–2020</b>	0.20%	0.00%
<b>District 2019–2020</b>	--	--

**District**      **State**  
**2017–2018**   **2019–2020**

**District**  
**2018–2019**

**State**  
**2017–2018**

**State**  
**2018–2019**

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

*Last updated: 1/14/2021*

**School Safety Plan (School Year 2020–2021)**

Our campus is a very safe and welcoming school for our students, parents, and staff. We build our school culture by establishing and following up on our standards and expectations.

Magnolia Science Academy-2's comprehensive Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect the safety of students and staff and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

Protect the safety and welfare of students

Provide a safe and coordinated response to emergencies

Protect the school's facilities and property

In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible

Provide for coordination between the school and local emergency services when necessary.

The plan encompasses a broad range of potential safety issues and major emergencies. Such incidents may include earthquake, hazardous materials, widespread power outage, and similar events affecting normal operations at the school. The safety plan is reviewed and discussed with Magnolia Science Academy-2's staff in August during teacher in-service as well as once a month during staff meetings. Also, emergency drills are performed and discussed with students once a month to ensure students, teachers, and staff can perform their duties in case of an emergency.

Our Student-Parent Handbook is also setting clear academic and behavior expectations. Teachers meet with their SSR (Advisory) students to go over the student handbook that explains our standards and expectations of them including rules and procedures. Our reward and discipline system and clear school and classroom rules provide a consistent and nurturing environment. Our staff also provides adequate supervision during transitions and breaks, along with organized campus beautification days when students and parent volunteer to improve the look of the campus.

On October 23, 2020, MSA2's School Site Council voted to approve the School Safety Plan.

*Last updated: 1/14/2021*

**The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.**

**Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)**

Grade Level	K	1	2	3	4	5	6	Other**
<b>Average Class Size</b>							33.00	
<b>Number of Classes * 1-20</b>							5	
<b>Number of Classes * 21-32</b>							8	
							19	

**Number of Classes \*  
33+**

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)**

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size							31.00	
Number of Classes * 1-20							18	
Number of Classes * 21-32							7	

**Number of Classes \* 33+** \* Number of classes indicates how many classes fall into each size category (a range of total students per class).  
 \*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)**

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size							34.00	
Number of Classes * 1-20							1	
Number of Classes * 21-32							15	
							9	

**Number of Classes \* 33+**

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).  
 \*\* "Other" category is for multi-grade level classes. Last updated: 1/14/2021

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)**

Subject	English	Mathematics	Science	Social Science
Average Class Size	26.00	22.00	28.00	27.00
Number of Classes * 1-22	4	9	2	2
Number of Classes * 23-32	12	10	16	8
	2			2

**Number of Classes \* 33+**

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)**

Subject	English	Mathematics	Science	Social Science
<b>Average Class Size</b>	25.00	19.00	26.00	24.00
<b>Number of Classes * 1-22</b>	5	13	1	4
<b>Number of Classes * 23-32</b>	11	7	10	9
<b>Number of Classes * 33+</b>	1			1

**Number of Classes \*  
33+** \* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)**

Subject	English	Mathematics	Science	Social Science
<b>Average Class Size</b>	23.00	23.00	25.00	27.00
<b>Number of Classes * 1-22</b>	9	11	4	2
<b>Number of Classes * 23-32</b>	10	6	7	8
<b>Number of Classes * 33+</b>	1	2	1	1

**Number of Classes \*  
33+** \* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 1/14/2021*

**Ratio of Pupils to Academic Counselor (School Year 2019–2020)**

Title	Ratio
Pupils to Academic Counselor*	145

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/14/2021*

**Student Support Services Staff (School Year 2019–2020)**

	<b>Number of FTE* Assigned to School</b>
Counselor (Academic, Social/Behavioral or Career Development)	4.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	3.00
Other	7.00

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/14/2021*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$12380.09	\$2327.60	\$10052.50	\$64440.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	--
Percent Difference – School Site and State	N/A	N/A	29.70%	--

Note: Cells with N/A values do not require data.

*Last updated: 1/15/2021*

**Types of Services Funded (Fiscal Year 2019–2020)**

MSA-2's charter petition and Local Control and Accountability Plan (LCAP) describe school-wide goals, as well as specific actions to be taken in each of the eight state priority areas, plus any locally identified priority areas, to achieve goals for all students and student groups. The LCAP also includes expenditures required to implement each of the goals and actions, including a description of how additional funds provided for low-income students, English learners and foster youth are used to increase or improve services for these students. Additionally, MSA-2 uses federal funds to supplement state and local funds to provide a coherent education program. The actions and services described in our LCAP include the following:

Goal 1: Basic Services for a High-Quality Learning Environment: Teacher assignments and credentials, instructional materials and technology, clean and safe facilities that support learning, healthy and nutritious meals, and well-orchestrated Home Office support services.

Goal 2: Excellence: Broad course of study and standards-based curriculum, professional development for high quality instruction, MTSS - Academic enrichment, intervention and student support, designated and integrated ELD programs, and support for students with disabilities.

Goal 3: Innovation: College/Career readiness programs and activities, STEAM and GATE programs, digital literacy and citizenship programs, physical education, activity, and fitness, and additional programs and activities that support well-rounded education.

Goal 4: Connection: Seeking family input for decision making, building partnerships with families for student outcomes, MTSS - PBIS and SEL support, annual stakeholder surveys, and community outreach and partnerships.

*Last updated: 1/15/2021*

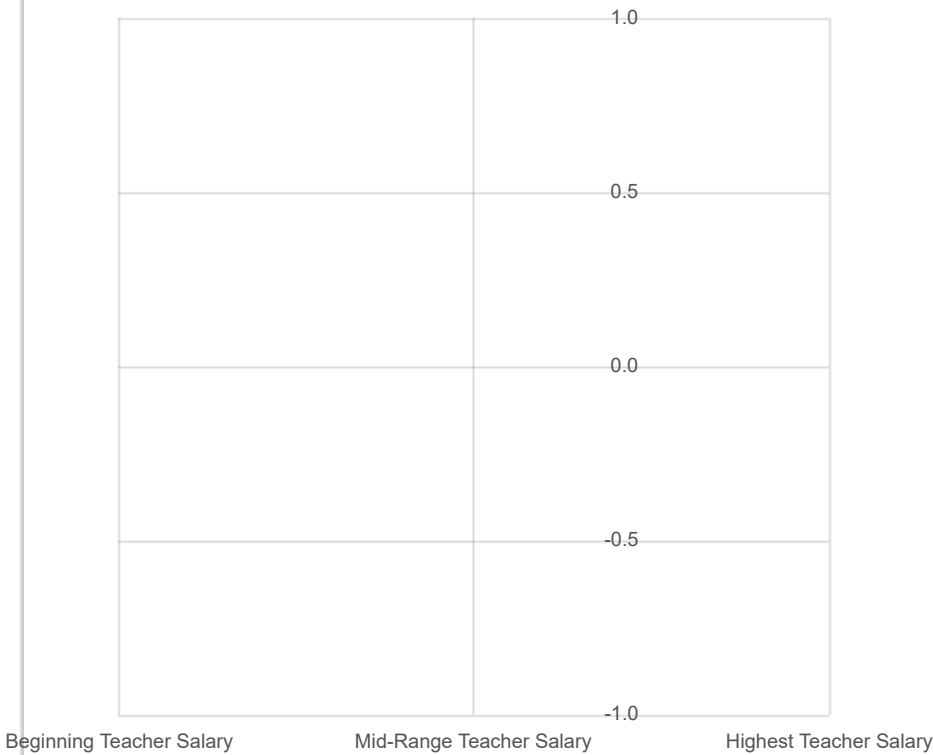


**Teacher and Administrative Salaries (Fiscal Year 2018–2019)**

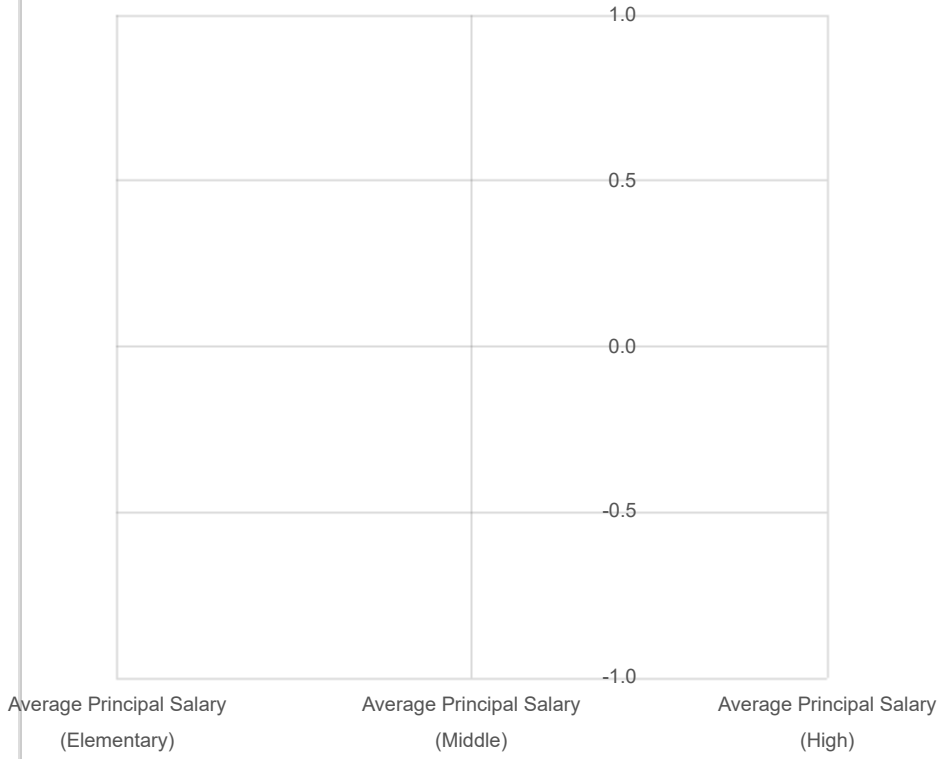
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/> .

**Teacher Salary Chart**



### Principal Salary Chart



*Last updated: 1/15/2021*

### Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses 37.90%

Subject	Number of AP Courses Offered*
Computer Science	0
English	1
Fine and Performing Arts	1
Foreign Language	1
Mathematics	1
Science	0
Social Science	0
Total AP Courses Offered*	4

\*Where there are student course enrollments of at least one student.

Last updated: 1/15/2021

### Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	67	67	67

Questions: SARC TEAM | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0406

California Department of Education  
 1430 N Street  
 Sacramento, CA 95814



[SARC Home](#) » Magnolia Science Academy 3

## 2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

# School Accountability Report Card

## Reported Using Data from the 2019–2020 School Year

### California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### Zekeriya Ocel, Principal

- Principal, Magnolia Science Academy 3

### About Our School

Welcome to the Vipers Den!

Thank you in advance for taking your time to read about our school; Magnolia Science Academy-3 in the great city of Carson! We constantly pursue Academic Excellence, being the Educational Innovators and Connecting on an outstanding level to propel global change.

At MSA 3, Every day is a new day with helping our students realize their dreams through academic excellence, innovation, and connectedness.

Go Vipers!

Principal Zekeriya Ocel

### Principal's Comment

[Principal's Message](#)

### Contact

Magnolia Science Academy 3  
1254 East Helmick St.  
Carson, CA 90746-3164

Phone: 310-637-3806

Email: [zocel@magnoliapublicschools.org](mailto:zocel@magnoliapublicschools.org)

### About This School

#### Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
<b>District Name</b>	Los Angeles County Office of Education
<b>Phone Number</b>	(562) 922-6111
<b>Superintendent</b>	Debra Duardo
<b>Email Address</b>	<a href="mailto:duardo_debra@lacoedu">duardo_debra@lacoedu</a>
<b>Website</b>	<a href="http://www.lacoedu">http://www.lacoedu</a>

School Contact Information (School Year 2020–2021)	
<b>School Name</b>	Magnolia Science Academy 3
<b>Street</b>	1254 East Helmick St.
<b>City, State, Zip</b>	Carson, Ca, 90746-3164
<b>Phone Number</b>	310-637-3806
<b>Principal</b>	Zekeriya Ocel, Principal
<b>Email Address</b>	<a href="mailto:zocel@magnoliapublicschools.org">zocel@magnoliapublicschools.org</a>

**Website** <http://msa3.magnoliapublicschools.org>

**County-District-School (CDS) Code** 19101990115030

*Last updated: 1/13/2021*

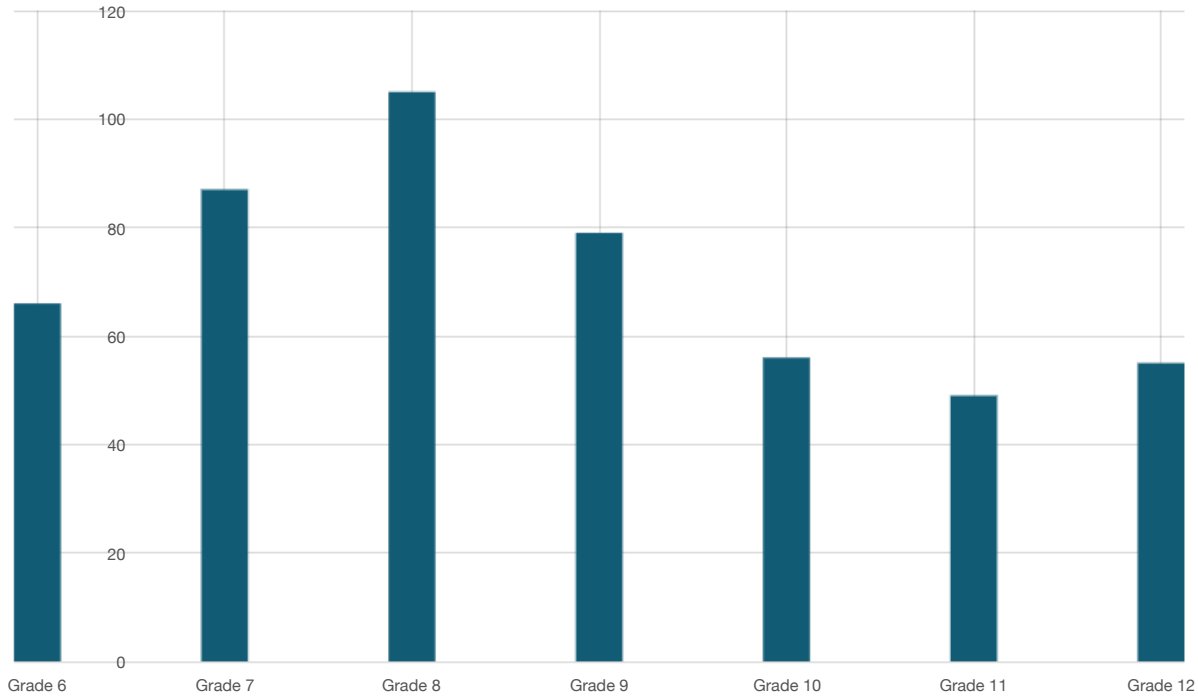
**School Description and Mission Statement (School Year 2020–2021)**

Magnolia Public Schools (MPS) is a 501(c)(3) nonprofit public charter school management organization dedicated to establishing and managing high-quality public charter schools in California. MPS’ vision is to graduate students who are scientific thinkers that contribute to the global community as socially responsible and educated members of society. MPS’ educational approach is based on the conviction that science, technology, engineering, art, and math (STEAM) education is essential in improving the modern society’s knowledge base and adaptability to the fast pace of ever-changing technological advancements. Magnolia Science Academy-3 (MSA-3) is a charter school for grades 6–12 with a mission to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. MSA3 offers a comprehensive learning experience designed to serve the needs of the students through effective site-based instruction, rich hands-on learning, and strong basics presented in ways that are relevant and inspiring to the students. Classroom instruction at MSA3 is supplemented by tutoring, peer mentoring, after school programs, and school to university connections. MSA3 has created a supportive and caring environment with small classes with strong student, parent, and teacher communication which improves students’ knowledge and skills in core subjects. This approach aims at increasing students’ objective and critical thinking skills as well as their chances of success in higher education settings and beyond. The school provides students with a comprehensive educational program that cultivates multiple opportunities for students to develop into successful contributing members of society, and therefore, fulfills the intent of the California Charter Schools Act.

*Last updated: 1/13/2021*

**Student Enrollment by Grade Level (School Year 2019–2020)**

Grade Level	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
<b>Number of Students</b>	66	87	105	79	56	49	55	497



Last updated: 1/13/2021

**Student Enrollment by Student Group (School Year 2019–2020)**

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander
<b>Percent of Total Enrollment</b>	41.90 %	%	0.80 %	0.20 %	54.30 %	0.20 %
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	Homeless	
<b>Percent of Total Enrollment</b>	75.30 %	6.00 %	7.60 %	0.60 %	2.20 %	

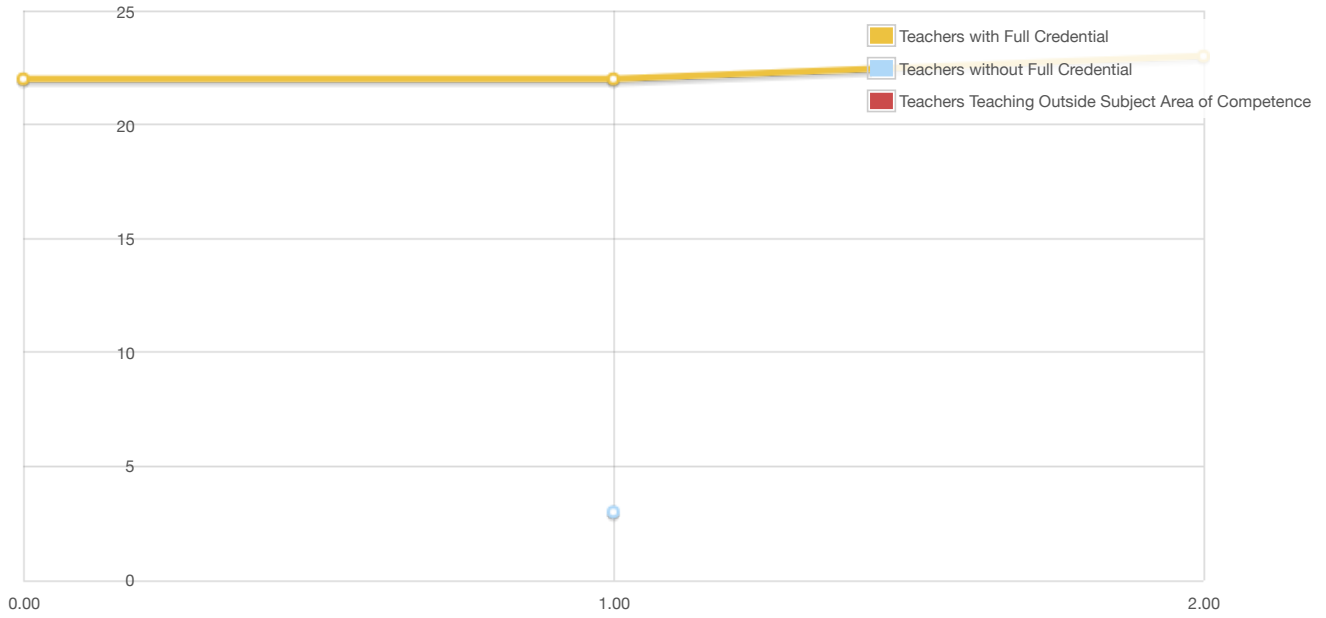
**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

**Teacher Credentials**

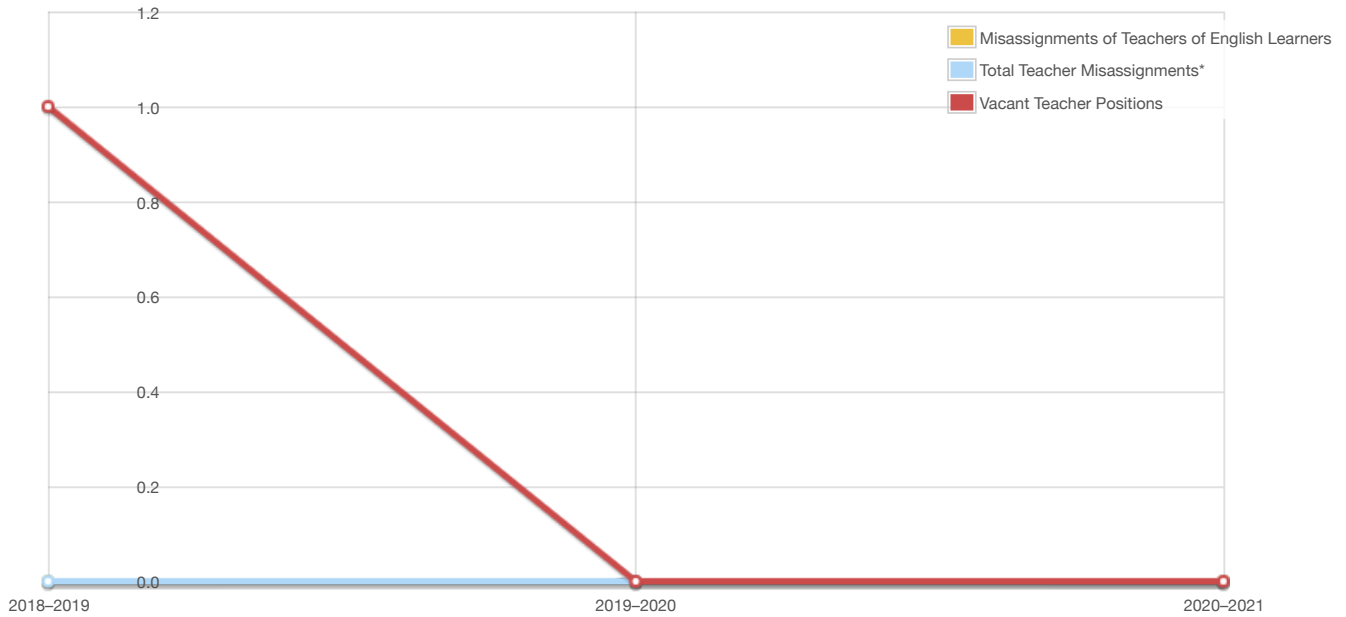
Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	22	22	23	
Without Full Credential		3		
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 1/13/2021

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2018-2019	2019-2020	2020-2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	0





Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/13/2021

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)**

Year and month in which the data were collected:

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Studysync Subscription 6th -12th Grade  Reading and Writing Companion 6th -12th Grade  AP LIT	Yes	0.00 %
Mathematics	McGraw Hill Consumables (workbook)- online access 6th - 12th Grade  CUS INTEGRATED MATH 1, 2, 3, 4 TEXTBOOKS & ONLINE STUDENT EDITION YEARLY SUBSCRIPTION  AP STATISTICS  ALEKs	Yes	0.00 %
Science	IScience 2012 Class Set  GLENCOE MIDDLE SCHOOL ISCIENCE COURSE 3 STUDENT EDITION W/STUDENTWORKS YEARLY SUBSCRIPTION	Yes	0.00 %
History-Social Science	HISTORY ALIVE-MIDDLE SCHOOL  GLENCOE, PAGEANT  AP WORLD & WORLD HISTORY  AP US HISTORY & US HISTORY  GOVERNMENT & ECON  INTERACTIVE NOTEBOOKS & ONLINE SUBSCRIPTIONS	Yes	0.00 %
Foreign Language	TEMAS textbook	Yes	0.00 %
Health			0.00 %
Visual and Performing Arts	Teacher prepared materials.  AP Studio Art College Board resources.	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/13/2021

**School Facility Conditions and Planned Improvements**

MSA-3 is co-located on site with Curtiss Middle School. We utilize the back half of Curtiss Middle School's facility, specifically the PA, G, and M buildings, and B bungalows. We also utilize their four rooms in their main building, rooms 116, 120 and 218, 225 and additionally use their Weight

Room as a classroom. We share locker and cafeteria facilities with Curtiss Middle School. MSA-3 uses the janitorial services of LAUSD.

*Last updated: 1/13/2021*

**School Facility Good Repair Status**

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report:

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Fair	
<b>Electrical:</b> Electrical	Fair	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Fair	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

**Overall Facility Rate**

Year and month of the most recent FIT report:

Overall Rating	Fair
----------------	------

*Last updated: 1/13/2021*

**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students  
 Grades Three through Eight and Grade Eleven  
 Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	36.0%	N/A	42.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	17.0%	N/A	30.0%	N/A	39%	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/13/2021*

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/13/2021*

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/13/2021*

**CAASPP Test Results in Science for All Students  
 Grades Five, Eight and High School  
 Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	10	N/A	23	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

*Last updated: 1/13/2021*

**CAASPP Tests Results in Science by Student Group  
 Grades Five, Eight and High School (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/13/2021*

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	86.96%

*Last updated: 1/13/2021*

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

**California Physical Fitness Test Results (School Year 2019–2020)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

*Last updated: 1/13/2021*

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

**Opportunities for Parental Involvement (School Year 2020–2021)**

MSA-3 Carson encourages all stakeholders to be active participants in our school community and provide multiple ways for parents to be involved. The School Site Council (SSC) meets twice a semester and includes stakeholders from all parts of the school community: administrators, teachers, parents, and students. The SSC evaluates and determines school wide improvement programs, budgets, and contributes to important school decisions. The English Learners Advisory Committee (ELAC) meets twice a semester and includes stakeholders from all parts of our school community: administrators, teachers and parents. The ELAC committee meets to support our English Learner (EL) student population in ensuring that they become proficient in English and master the academic content required of all students in California. Zoom with admin (ZwA) program is a monthly meeting with administration and parents to discuss upcoming events, review LCAP and SPSA goals, and develop ideas for the upcoming semesters and school years to come.

Local Control Accountability Plan LCAP & Title 1 Meetings to discuss funding and budgets for the upcoming school year. All stakeholders meet to plan and develop opportunities for improvements with our most needed students.

Our College Advisors provides ample opportunities for parent engagement by organizing workshops for students and their families. Home visits (currently via Zoom) are the number one way we connect with parents and students outside of school. Visiting while developing academic and social goals to help increase success for students in the future. We host orientation in the summers, back to school nights, community events, family nights, and parent-teacher conferences.

*Last updated: 1/13/2021*

**State Priority: Pupil Engagement**

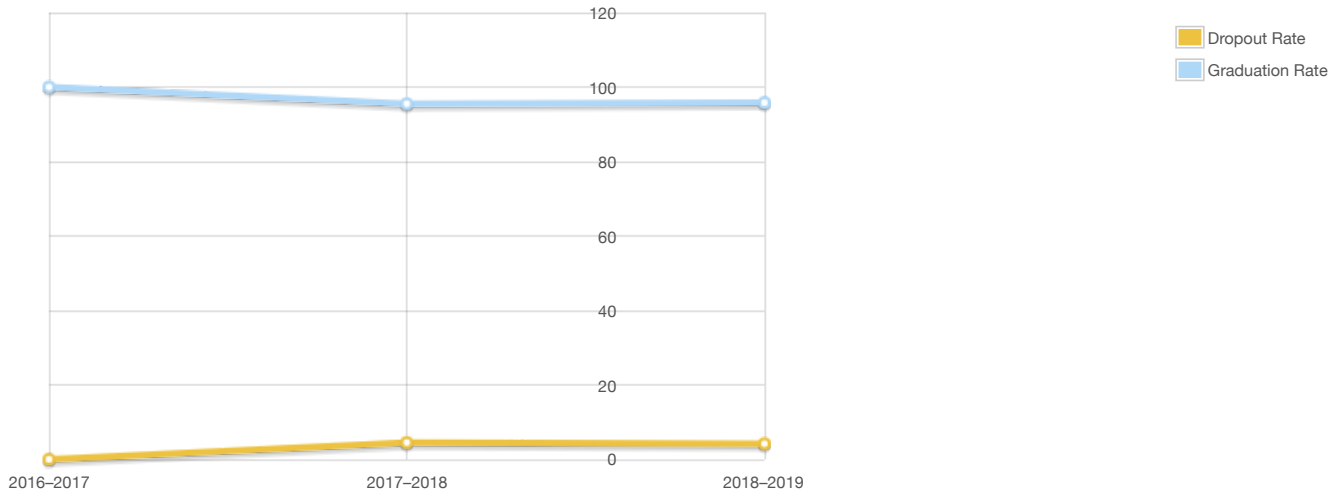
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

**Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	0.00%	4.50%	4.20%	35.90%	36.60%	28.60%	9.10%	9.60%	9.00%
Graduation Rate	100.00%	95.50%	95.80%	39.30%	50.70%	57.10%	82.70%	83.00%	84.50%

**Dropout/Graduation Rate (Four-Year Cohort Rate) Chart**



*Last updated: 1/13/2021*

**State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Suspensions	Expulsions
4.20%	0.00%
1.30%	0.20%
9.60%	0.00%
11.50%	0.10%
3.50%	0.10%
3.50%	0.10%

**Suspensions and Expulsions for School Year 2019–2020 Only**



**Rate** (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
School 2019-2020	--	--
District 2019-2020	--	--

2017-2018	State
District 2018-2019	2019-2020
State 2017-2018	
State 2018-2019	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

Last updated: 1/13/2021

**School Safety Plan (School Year 2020-2021)**

We have established a School-wide Safety Plan. All classrooms maintain binders with rosters, emergency reports, and the School-wide Safety Plan. All classrooms also have received emergency supply kits. Administrators and staff have attended multiple school safety professional development opportunities and trainings including Lockdown and Active Shooter training, School / Law Enforcement forum, and School-Police Partnership webinar. School-wide safety and student security is priority for MSA-3, so we will continue to focus on attending trainings and dedicating professional development to maintaining school safety and implementing safety procedures. We also coordinate emergency drills with Curtiss Middle School to establish a campus-wide safety procedure.

Last updated: 1/13/2021

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

**Average Class Size and Class Size Distribution (Elementary) School Year (2017-2018)**

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size							29.00	
Number of Classes * 1-20							12	
Number of Classes * 21-32								

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

Number of Classes \* 33+

**Average Class Size and Class Size Distribution (Elementary) School Year (2018-2019)**

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size							21.00	
Number of Classes * 1-20							5	
Number of Classes * 21-32							16	

Number of Classes \* 33+ \* Number of classes indicates how many classes fall into each size category (a range of total students per class).  
 \*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)**

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size							23.00	
Number of Classes * 1-20							3	
Number of Classes * 21-32							16	
							1	

Number of Classes \* 33+

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

Last updated: 1/13/2021

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)**

Subject	English	Mathematics	Science	Social Science
Average Class Size	23.00	24.00	24.00	25.00
Number of Classes * 1-22	7	6	6	4
Number of Classes * 23-32	12	10	13	10
		1		

Number of Classes \* 33+

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)**

Subject	English	Mathematics	Science	Social Science
Average Class Size	25.00	24.00	27.00	27.00
Number of Classes * 1-22	5	7	3	3
Number of Classes * 23-32	12	10	10	10
	3	3	4	2

Number of Classes \* 33+

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the

secondary school level, this information is reported by subject area rather than grade level.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	English	Mathematics	Science	Social Science
<b>Average Class Size</b>	26.00	27.00	27.00	29.00
<b>Number of Classes * 1-22</b>	4	2	3	10
<b>Number of Classes * 23-32</b>	11	12	11	3
	3	2	2	

#### Number of Classes \* 33+

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 1/13/2021*

### Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	99.4

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/13/2021*

### Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.00
Social Worker	
Nurse	0.00
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.00
Other	

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/13/2021*

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13495.98	\$2675.60	\$10820.38	\$70173.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	--
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/13/2021

**Types of Services Funded (Fiscal Year 2019–2020)**

MSA-3’s charter petition and Local Control and Accountability Plan (LCAP) describe school-wide goals, as well as specific actions to be taken in each of the eight state priority areas, plus any locally identified priority areas, to achieve goals for all students and student groups. The LCAP also includes expenditures required to implement each of the goals and actions, including a description of how additional funds provided for low-income students, English learners and foster youth are used to increase or improve services for these students. Additionally, MSA-3 uses federal funds to supplement state and local funds to provide a coherent education program. The actions and services described in our LCAP include the following:

- Goal 1: Basic Services for a High-Quality Learning Environment: Teacher assignments and credentials, instructional materials and technology, clean and safe facilities that support learning, healthy and nutritious meals, and well-orchestrated Home Office support services.
- Goal 2: Excellence: Broad course of study and standards-based curriculum, professional development for high quality instruction, MTSS - Academic enrichment, intervention and student support, designated and integrated ELD programs, and support for students with disabilities.
- Goal 3: Innovation: College/Career readiness programs and activities, STEAM and GATE programs, digital literacy and citizenship programs, physical education, activity, and fitness, and additional programs and activities that support well-rounded education.
- Goal 4: Connection: Seeking family input for decision making, building partnerships with families for student outcomes, MTSS - PBIS and SEL support, annual stakeholder surveys, and community outreach and partnerships.

Last updated: 1/13/2021

**Teacher and Administrative Salaries (Fiscal Year 2018–2019)**

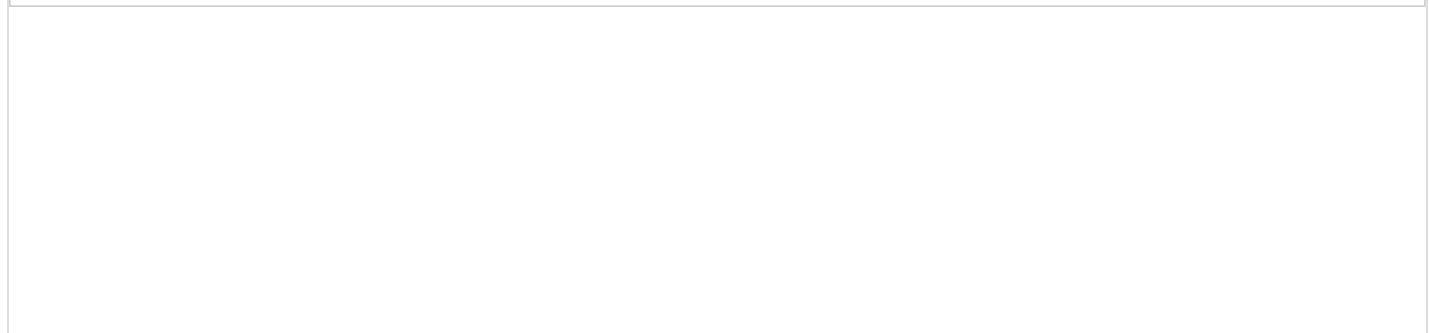
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	\$50,029
Mid-Range Teacher Salary	--	\$77,680
Highest Teacher Salary	--	\$102,143
Average Principal Salary (Elementary)	--	\$128,526
Average Principal Salary (Middle)	--	\$133,574
Average Principal Salary (High)	--	\$147,006
Superintendent Salary	--	\$284,736
Percent of Budget for Teacher Salaries	--	33.00%
Percent of Budget for Administrative Salaries	--	5.00%

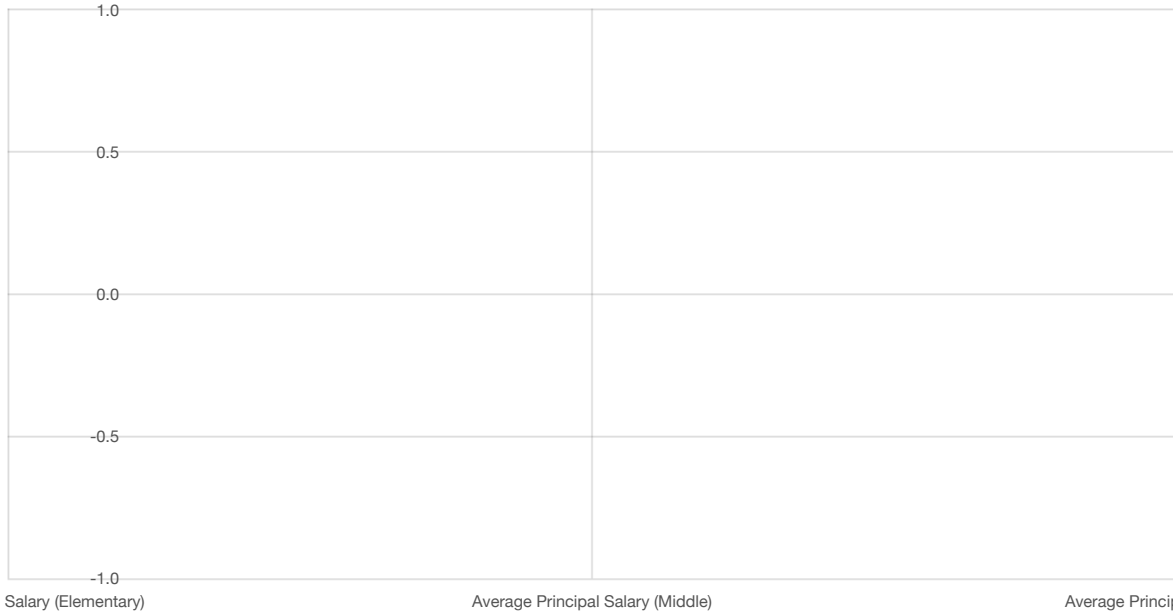
For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

**Teacher Salary Chart**



**Principal Salary Chart**





Average Principal Salary (Elementary)

Average Principal Salary (Middle)

Average Principal Salary (High)

*Last updated: 1/13/2021*

**Advanced Placement (AP) Courses (School Year 2019–2020)**

Percent of Students in AP Courses 60.70%

Subject	Number of AP Courses Offered*
Computer Science	1
English	1
Fine and Performing Arts	0
Foreign Language	1
Mathematics	2
Science	1
Social Science	2
Total AP Courses Offered*	8

\*Where there are student course enrollments of at least one student.

*Last updated: 1/13/2021*

**Professional Development**

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	40	40	40

Questions: SARC TEAM | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0406

California Department of Education  
 1430 N Street  
 Sacramento, CA 95814



[SARC Home](#) » Magnolia Science Academy 4

## 2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

# School Accountability Report Card

## Reported Using Data from the 2019–2020 School Year

### California Department of Education



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### Musa Avsar, Principal

- Principal, Magnolia Science Academy 4

### About Our School

Thank you for your interest in our school. We are a group of passionate and committed professionals who strive to assist all of our students become 21st-century thinkers, innovators, and problem solvers.

### Principal's Comment

Thank you for your interest in our school. We are a group of passionate and committed professionals who strive to assist all of our students become 21st century thinkers, innovators and problem solvers.

### Contact

Magnolia Science Academy 4  
11330 West Graham Pl., B-9  
Los Angeles, CA 90064

Phone: 310-473-2464

Email: [mavsar@magnoliapublicschools.org](mailto:mavsar@magnoliapublicschools.org)

### About This School

### Contact Information (School Year 2020–2021)

#### District Contact Information (School Year 2020–2021)

**District Name** Los Angeles Unified

<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Austin Beutner
<b>Email Address</b>	<a href="mailto:austin.beutner@lausd.net">austin.beutner@lausd.net</a>
<b>Website</b>	<a href="http://www.lausd.net">www.lausd.net</a>

#### School Contact Information (School Year 2020–2021)

<b>School Name</b>	Magnolia Science Academy 4
<b>Street</b>	11330 West Graham Pl., B-9
<b>City, State, Zip</b>	Los Angeles, Ca, 90064
<b>Phone Number</b>	310-473-2464
<b>Principal</b>	Musa Avsar, Principal
<b>Email Address</b>	<a href="mailto:mavsar@magnoliapublicschools.org">mavsar@magnoliapublicschools.org</a>
<b>Website</b>	<a href="http://msa4.magnoliapublicschools.org">http://msa4.magnoliapublicschools.org</a>
<b>County-District-School (CDS) Code</b>	19647330117622

*Last updated: 1/12/2021*

#### School Description and Mission Statement (School Year 2020–2021)

##### DESCRIPTION OF SCHOOL

Magnolia Public Schools (MPS) is a 501(c)(3) nonprofit public charter school management organization dedicated to establishing and managing high-quality public

charter schools in California. MPS' vision is to graduate students who are scientific thinkers that contribute to the global community as socially responsible and educated members of society. MPS' educational approach is based on the conviction that science, technology, engineering, art, and math (STEAM) education is essential in improving the modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. MPS opened Magnolia Science Academy 4 (MSA4) in the fall of 2008. MSA4 is a charter school for grades 6–12 with a mission to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. MSA4 offers a comprehensive learning experience designed to serve the needs of the students through effective site-based instruction, rich hands-on learning, and strong basics presented in ways that are relevant and inspiring to the students. Classroom instruction at MSA4 is supplemented by tutoring, peer mentoring, after school programs, and school to university connections. MSA4 has created a supportive and caring environment with small classes with strong student, parent, and teacher communication which improves students' knowledge and skills in core subjects. This approach aims at increasing students' objective and critical thinking skills as well as their chances of success in higher education settings and beyond. The school provides students with a comprehensive educational program that cultivates multiple opportunities for students to develop into successful contributing members of society, and therefore, fulfills the intent of the California Charter Schools Act. MSA4 operates as a site-based school that is designed to meet the needs of the students within the boundaries of Los Angeles Unified School District (LAUSD ten years of operation, the school has achieved an increasing trend of academic success and demonstrated organizational and financial stability. The Board of MPS consistently strives to ensure that MSA 4 offers a successful educational model with fidelity.

### **The Mission**

Magnolia Public Schools provides a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others

### **The Vision**

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

### **Core Values**

Magnolia Public Schools has identified the following core values that are reinforced through their "Life Skills curriculum", school-wide learning outcomes (SLO), and all school activities.

### **School-Wide Learning Outcomes**

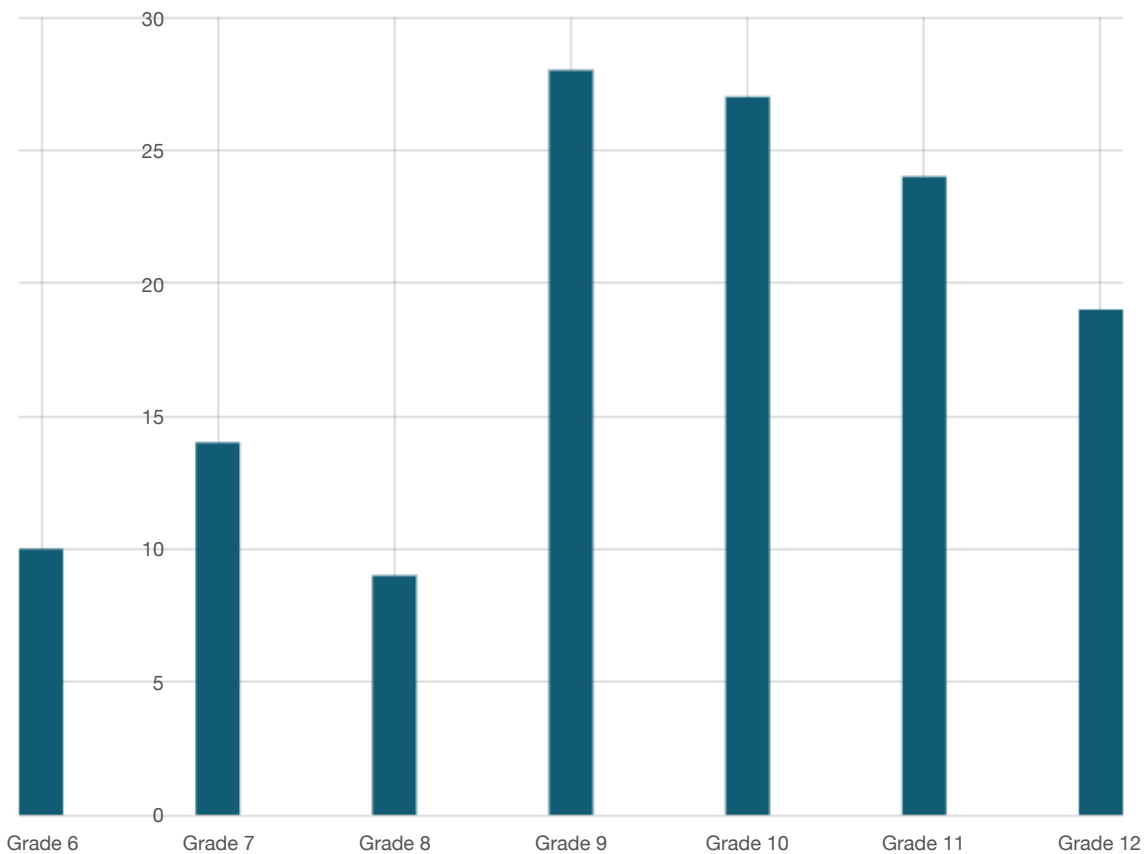
- Connections - relationships
- Innovation - creativity
- Academic Excellence-rigor

The Student Learning Outcomes are based around our Core Values of Connection, Innovation, and Academic Excellence. Our SLOs have recently been updated to meet the ever-changing needs of our student population and the community we serve.

*Last updated: 1/12/2021*

**Student Enrollment by Grade Level (School Year 2019–2020)**

Grade Level	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
Number of Students	10	14	9	28	27	24	19	131



### Student Enrollment by Student Group (School Year 2019–2020)

<b>Student Group</b>	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or L
<b>Percent of Total Enrollment</b>	17.60 %	%	0.80 %	%	80.20 %
<b>Student Group (Other)</b>	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	
<b>Percent of Total Enrollment</b>	87.00 %	9.90 %	25.20 %	%	

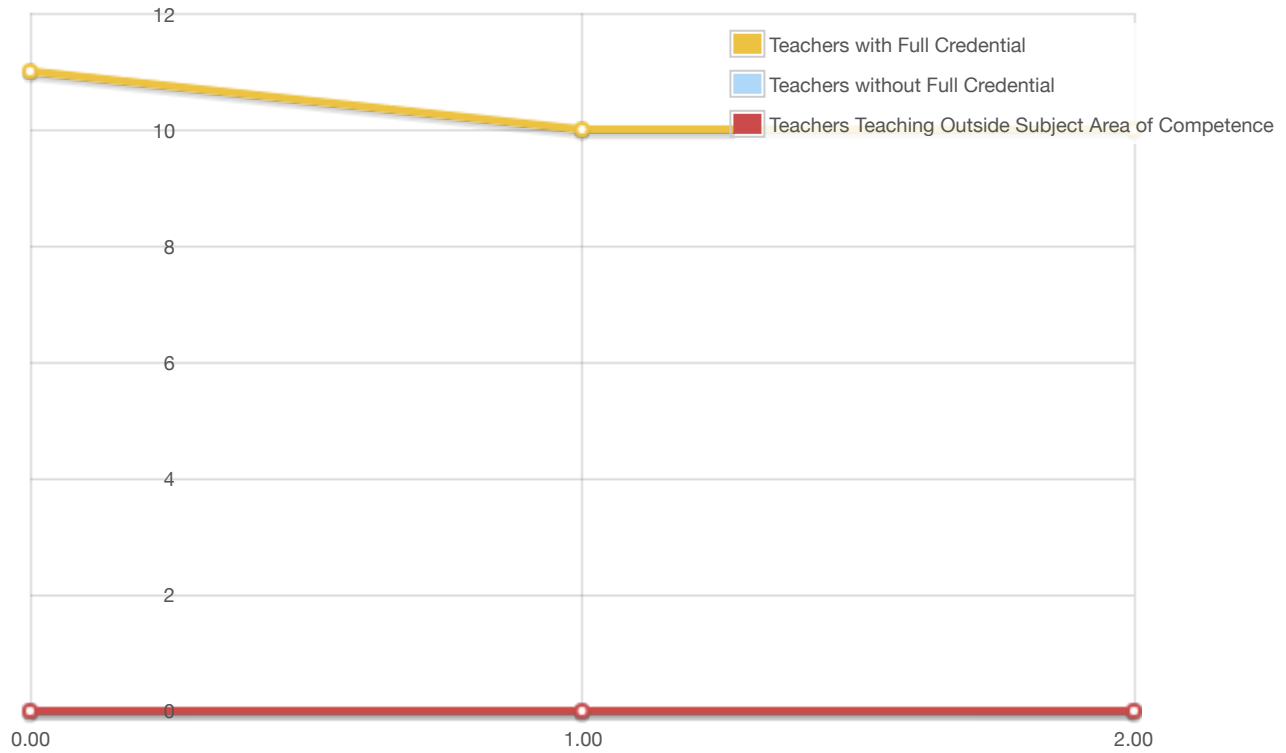
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

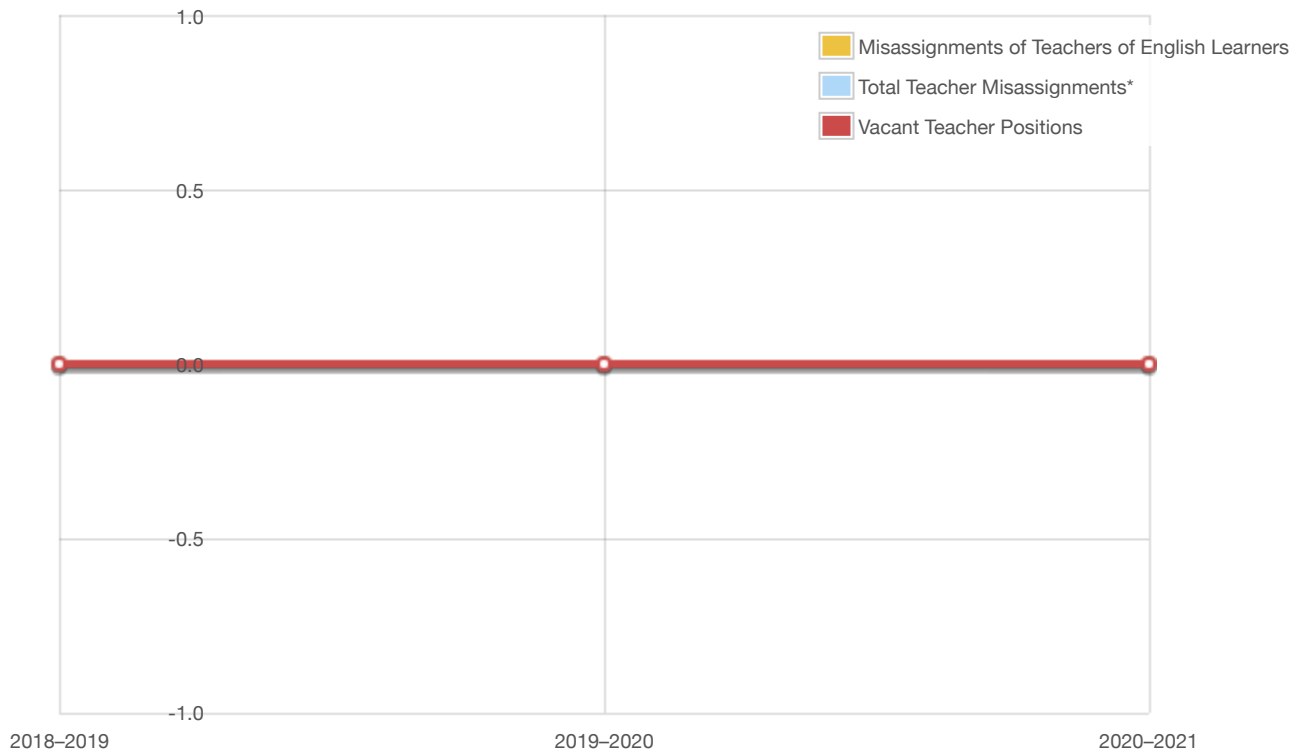
<b>Teachers</b>	<b>School 2018– 2019</b>	<b>School 2019– 2020</b>	<b>School 2020– 2021</b>	<b>District 2020– 2021</b>
With Full Credential	11	10	10	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/12/2021

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/12/2021

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

MSA-4 utilizes California State Board of Education adopted instructional materials per related California Education Codes. The Magnolia Public Schools Home Office works with teacher leaders to identify, evaluate, and select appropriate materials and to make modifications to core and additional instructional resources. Below please find a summary chart setting forth the curriculum resource choices by content area.

**Math:** McGraw Hill, Glencoe, CA Math (6-8); McGraw Hill (9-12); Enrichment/Intervention: ALEKS (3-12), Ironbox (1-8), Glencoe Math Accelerated, Thematic Unit Materials, Heinemann, The Young Mathematicians at Work Series; Renaissance Learning Accelerated Math Program, Study Island Program

**Science:** McGraw Hill, Integrated iScience (6-8); McGraw Hill, Biology, Physics, Chemistry (9-12); Enrichment/Intervention: FOSS (Full Option Science System), Research Corps, Thematic Unit Materials

**English Language Arts/ELD:** McGraw Hill Studysync (6-12); ELD Program-National Geographic Learning, Inside (6-8), Edge (9-12); Enrichment/Intervention: McGraw Hill, Wonders Intervention (K-5), McGraw Hill, FLEX Literacy (3-12), Research Corps, Thematic Unit Materials; Renaissance Learning Accelerated Reader Program, Study Island Program, Triumph Learning Common Core Support Coach, BrainPOP ESL

**Social Science:** McGraw Hill, Networks (K-12); Enrichment/Intervention: Thematic Unit Materials, The Chicago Review Press’ Kids Guide Series for American and World History, New York Library Amazing... Series; Oxford University Press, A History of US; Teachers’ Curriculum Institute’s (TCI) History Alive! Middle School Program

At MSA-4, every teacher has access to dedicated computers in their own classrooms and a laptop to prepare teaching activities such as class documentary movies, presentations, etc. Wireless network access will be available at MSA-4. Teachers will use various types of technology during classroom instruction, including computer and projector, interactive technology tools, access to

educational websites such as Discovery Education, BrainPOP, Khan Academy, just to name a few. Furthermore, the school utilizes computers to support the instructional and managerial needs, such as online grades and attendance information, online homework, and student progress reports for parents using the CoolSIS, school information system.

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill Publisher's resources, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader program, and Triumph Learning Common Core Support Coach allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on common core and California content standards/framework which have not been achieved.

Students at MSA-4 develop their ability to use technology as a tool for learning, research, observation, and communication. MSA-4 encourages parents' active use of school's technological resources to track student's performance by providing computer access to all parents. MSA-4 is aware of the fact that, given its target population, a high percentage of students may have either limited or no access to any computer outside the school. MSA-4's computer science curriculum is designed for students with limited computer experience. MSA 4 has employed a one-to-one Chrome Book program and the devices go home to facilitate the use of our online textbooks.

Year and month in which the data were collected: January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English Language Arts/ELD: McGraw Hill StudySync (6-12); ELD ProgramEdge (9-12); Enrichment/Intervention: McGraw Hill, McGraw Hill, MyON, Study Sync, Nearpod, and Flocabulary	Yes	0.00 %
Mathematics	McGraw Hill, Glencoe, CA Math (6-8); McGraw Hill (9-12); Enrichment/Intervention: McGraw Hill, ALEKS, Nearpod, and Flocabulary	Yes	0.00 %
Science	McGraw Hill, Integrated Science (6-8); McGraw Hill, Biology, Environmental Science (9-12); Labster, Nearpod, and Flocabulary	Yes	0.00 %
History-Social Science	Discovering our Past, A History of the World, Student Learning Center 2014 (Mc Graw Hill Education)  Discovering Our Past, A History of the United States, Student Learning Center 2016 (Mc Graw Hill Education)  United States History & Geography: Growth and Conflict (Mc Graw Hill Education)  World History and Geography: Modern Times, Student Learning Center 2014 (Mc Graw Hill Education)  United States Government: Our Democracy, Student Learning Center 2016 (Mc Graw Hill Education)  Principles of Economics (Mc Graw Hill)  Nearpod  Flocabulary	Yes	0.00 %



Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	Asi se dice Level 1 with Cerego, Student Edition, 2016; (Mc Graw Hill Education)  Asi se dice Level 2 with Cerego, Student Edition, 2016; (Mc Graw Hill Education)  Realidades Level 1 and Level 2	Yes	0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

*Last updated: 1/12/2021*

### School Facility Conditions and Planned Improvements

Magnolia Science Academy 4 is co-located at Daniel Webster Middle School. The campus is cleaned regularly by an on-site custodian throughout the school day.  
 LAUSD custodians take care of cleaning and maintaining the facility.

*Last updated: 1/12/2021*

### School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

**Overall Facility Rate**

Year and month of the most recent FIT report: January 2021

Overall Rating	Good
----------------	------

*Last updated: 1/12/2021*

**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students**

**Grades Three through Eight and Grade Eleven**

**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School	School	District	District	State	State
	2018– 2019	2019– 2020	2018– 2019	2019– 2020	2018– 2019	2019– 2020

<b>Subject</b>	<b>School 2018– 2019</b>	<b>School 2019– 2020</b>	<b>District 2018– 2019</b>	<b>District 2019– 2020</b>	<b>State 2018– 2019</b>	<b>State 2019– 2020</b>
English Language Arts / Literacy (grades 3-8 and 11)	27.0%	N/A	45.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	8.0%	N/A	34.0%	N/A	39%	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/12/2021*

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/12/2021*

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/12/2021*

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	5	N/A	23	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

*Last updated: 1/12/2021*

**CAASPP Tests Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/12/2021*

## Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	87.50%

*Last updated: 1/12/2021*

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

*Last updated: 1/12/2021*

## State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

## Opportunities for Parental Involvement (School Year 2020–2021)

MSA-4 Parent Task Force (PTF) works to maintain a close relationship with all stakeholders - teachers and administrators, students, parents, and community members. Every parent of a student currently enrolled at MSA-4 is considered a member of the MSA-4 PTF. We also invite the participation of extended family members, friends, neighbors, and other business community members. MSA-4 cultivates a culture of volunteerism. We actively encourage our families to contribute their talents and resources to enrich the educational experience of our students. Among its myriad of functions, the PTF assists our teachers with the integration of enrichment programs within the school curriculum. They also organize volunteers. The PTF supports the school and its students by organizing community-building events and helps to raise funds for the school and STEAM-related events. We are dedicated to working collaboratively with all stakeholders to enhance the education of every child.



## State Priority: Pupil Engagement

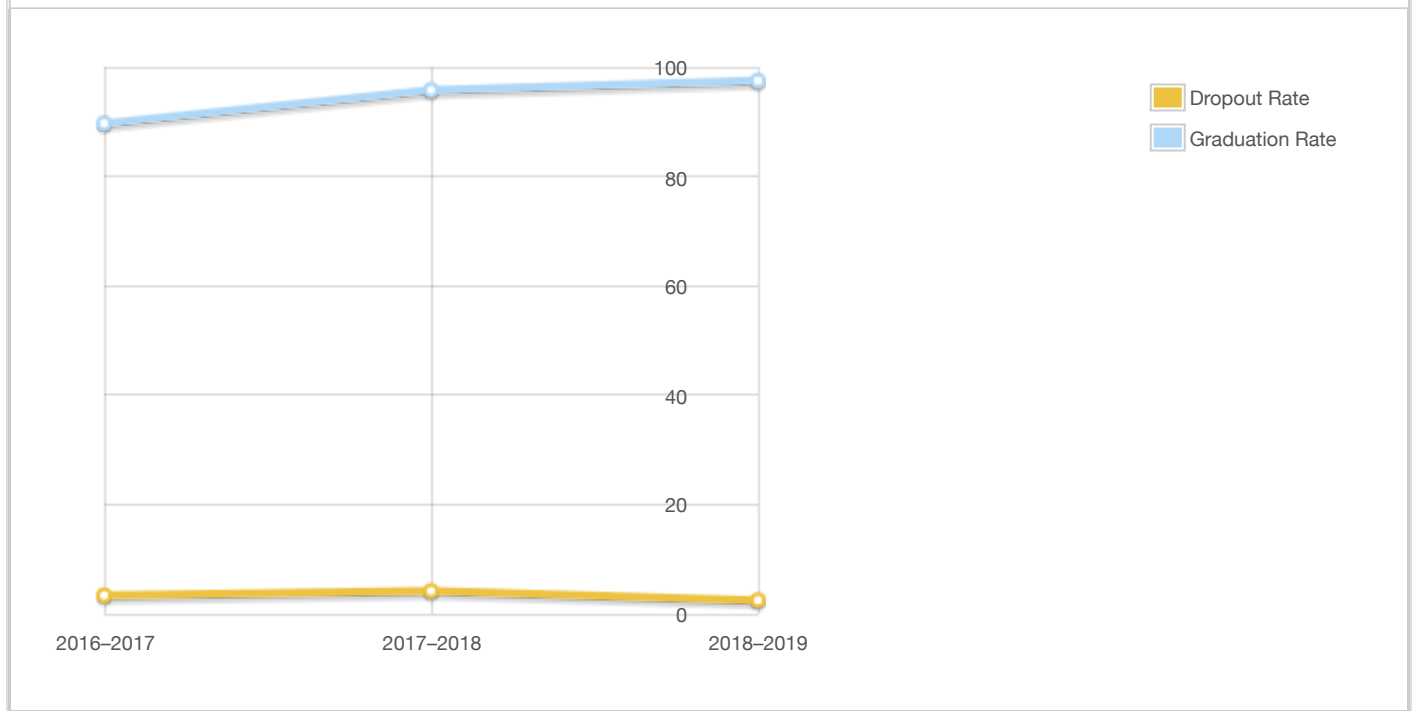
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	3.40%	4.20%	2.50%	10.80%	11.30%	10.90%	9.10%	9.60%	9.00%
Graduation Rate	89.70%	95.80%	97.50%	79.70%	80.10%	81.50%	82.70%	83.00%	84.50%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

**Suspensions and Expulsions**

**(data collected between July through June, each full school year respectively)**

<b>Rate</b>	Suspensions	Expulsions
<b>School 2017–2018</b>	0.00%	0.00%
<b>School 2018–2019</b>	7.50%	0.00%
<b>District 2017–2018</b>	0.80%	0.00%
<b>District 2018–2019</b>	0.70%	0.00%
	3.50%	0.10%
	3.50%	0.10%

**State  
2017–2018**

**Suspensions and Expulsions for School Year 2019–2020 Only**

**State (data collected between July through February, partial school year due to the COVID-19 pandemic)**

<b>Rate</b>	Suspensions	Expulsions
<b>School 2019–2020</b>	1.50%	0.00%
<b>District 2019–2020</b>	--	--
	--	--

**State  
2019–2020**

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

*Last updated: 1/12/2021*

**School Safety Plan (School Year 2020–2021)**

MSA4 conducts fire, earthquake and other mandated drills including the lockdown drill. Our campus is a safe and welcoming environment for our students, parents, and staff. We are continuing to build a positive school culture by establishing and following up on our standards and expectations. School safety is a part of our school's annual summer in-service. Safety is also discussed weekly to ensure continuity. During the first weeks of school teachers meet with students to provide students with the MPS handbook which explains our standards and expectations of them including rules and procedures. MSA 4 employs a restorative justice model ("The Justice League") and provide clear school and classroom codes of conduct in a consistent and nurturing environment. Our staff also provides adequate supervision during transitions and breaks.

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF. Last updated: 1/12/2021

**Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)**

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size							3.00	
Number of Classes * 1-20							1	
Number of Classes * 21-32								
Number of Classes * 33+								

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).  
 \*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)**

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size							10.00	
Number of Classes * 1-20							1	
Number of Classes * 21-32								
Number of Classes * 33+								

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).  
 \*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)**

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size							11.00	
Number of Classes * 1-20							1	
Number of Classes * 21-32								
Number of Classes * 33+								

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

Last updated: 1/12/2021

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)**

<b>Subject</b>	English	Mathematics	Science	Social Science
<b>Average Class Size</b>	13.00	18.00	21.00	20.00
<b>Number of Classes * 1-22</b>	13	8	4	4
<b>Number of Classes * 23-32</b>	3	3	3	4

**Number of Classes \*  
33+** \* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)**

<b>Subject</b>	English	Mathematics	Science	Social Science
<b>Average Class Size</b>	10.00	14.00	18.00	16.00
<b>Number of Classes * 1-22</b>	16	12	6	10
<b>Number of Classes * 23-32</b>	2	1	1	1

**Number of Classes \*  
33+** \* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)**

<b>Subject</b>	English	Mathematics	Science	Social Science
<b>Average Class Size</b>	16.00	15.80	17.80	16.33
<b>Number of Classes * 1-22</b>	5	5	4	4
<b>Number of Classes * 23-32</b>	2	2	2	2

**Number of Classes \*  
33+**

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 1/12/2021*

**Ratio of Pupils to Academic Counselor (School Year 2019–2020)**

Title	Ratio
Pupils to Academic Counselor*	131.00

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/13/2021*

**Student Support Services Staff (School Year 2019–2020)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.50
Other	0.50

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/13/2021*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13427.58	\$3686.60	\$9740.98	\$65136.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	--	\$78962.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	\$83052.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

*Last updated: 1/12/2021*

**Types of Services Funded (Fiscal Year 2019–2020)**

MSA-4’s charter petition and Local Control and Accountability Plan (LCAP) describe school-wide goals, as well as specific actions to be taken in each of the eight state priority areas, plus any locally identified priority areas, to achieve goals for all students and student groups. The LCAP also includes expenditures required to implement each of the goals and actions, including a description of how additional funds provided for low-income students, English learners and foster youth are used to increase or improve services for these students. Additionally, MSA-4 uses federal funds to supplement state and local funds to provide a coherent education program. The actions and services described in our LCAP include the following:

- Goal 1: Basic Services for a High-Quality Learning Environment: Teacher assignments and credentials, instructional materials and technology, clean and safe facilities that support learning, healthy and nutritious meals, and well-orchestrated Home Office support services.
- Goal 2: Excellence: Broad course of study and standards-based curriculum, professional development for high quality instruction, MTSS - Academic enrichment, intervention and student support, designated and integrated ELD programs, and support for students with disabilities.
- Goal 3: Innovation: College/Career readiness programs and activities, STEAM and GATE programs, digital literacy and citizenship programs, physical education, activity, and fitness, and additional programs and activities that support well-rounded education.
- Goal 4: Connection: Seeking family input for decision making, building partnerships with families for student outcomes, MTSS - PBIS and SEL support, annual stakeholder surveys, and community outreach and partnerships.

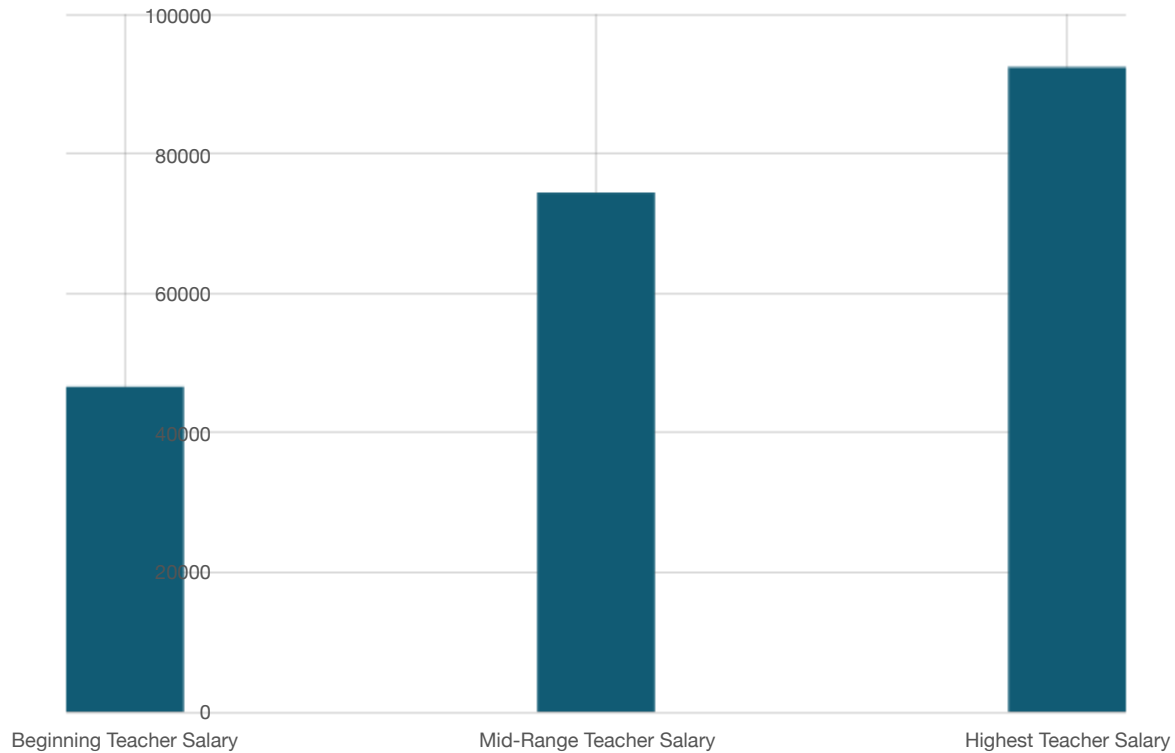
*Last updated: 1/12/2021*

**Teacher and Administrative Salaries (Fiscal Year 2018–2019)**

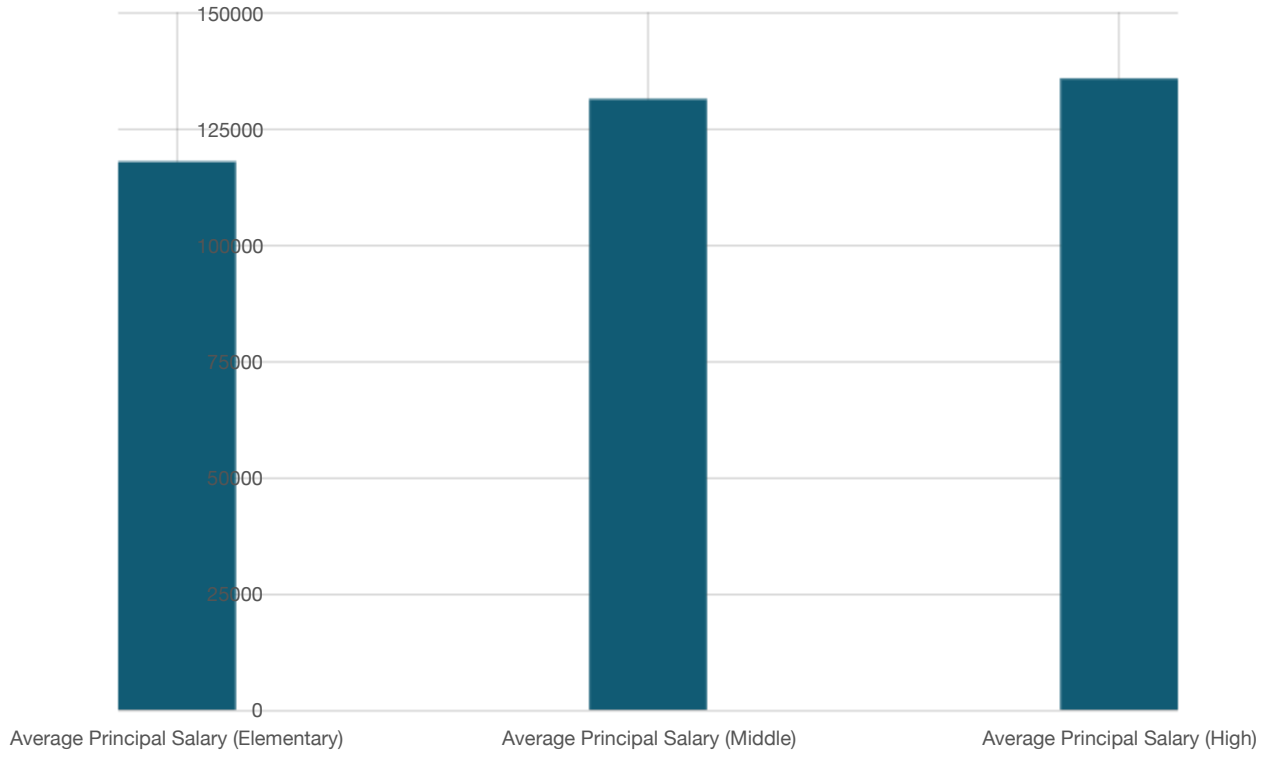
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,587	\$50,029
Mid-Range Teacher Salary	\$74,412	\$77,680
Highest Teacher Salary	\$92,389	\$102,143
Average Principal Salary (Elementary)	\$117,849	\$128,526
Average Principal Salary (Middle)	\$131,307	\$133,574
Average Principal Salary (High)	\$135,702	\$147,006
Superintendent Salary	\$350,000	\$284,736
Percent of Budget for Teacher Salaries	29.00%	33.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/> .

**Teacher Salary Chart**



### Principal Salary Chart



*Last updated: 1/13/2021*



### Advanced Placement (AP) Courses (School Year 2019–2020)

**Percent of Students in AP Courses** 27.60%

Subject	Number of AP Courses Offered*
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	1
Mathematics	1
Science	0
Social Science	1
<b>Total AP Courses Offered*</b>	<b>4</b>

\*Where there are student course enrollments of at least one student.

*Last updated: 1/13/2021*

### Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	52	52	52

**Questions: SARC TEAM | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0406**

**California Department of Education**  
 1430 N Street  
 Sacramento, CA 95814



[SARC Home](#) » Magnolia Science Academy 5

## 2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

### School Accountability Report Card Reported Using Data from the 2019–2020 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Brad Plonka, Principal

- Principal, Magnolia Science Academy 5

#### About Our School

##### Contact

Magnolia Science Academy 5  
18230 Kittridge St.  
Reseda, CA 91335-6121

Phone: 818-705-5676

Email: [msa5@magnoliapublicschools.org](mailto:msa5@magnoliapublicschools.org)

**About This School****Contact Information (School Year 2020–2021)**

District Contact Information (School Year 2020–2021)	
<b>District Name</b>	Los Angeles County Office of Education
<b>Phone Number</b>	(562) 922-6111
<b>Superintendent</b>	Debra Duardo
<b>Email Address</b>	<a href="mailto:duardo_debra@lacoed.edu">duardo_debra@lacoed.edu</a>
<b>Website</b>	<a href="http://www.lacoed.edu">http://www.lacoed.edu</a>

School Contact Information (School Year 2020–2021)	
<b>School Name</b>	Magnolia Science Academy 5
<b>Street</b>	18230 Kittridge St.
<b>City, State, Zip</b>	Reseda, Ca, 91335-6121
<b>Phone Number</b>	818-705-5676
<b>Principal</b>	Brad Plonka, Principal
<b>Email Address</b>	<a href="mailto:msa5@magnoliapublicschools.org">msa5@magnoliapublicschools.org</a>
<b>Website</b>	<a href="http://msa5.magnoliapublicschools.org/">http://msa5.magnoliapublicschools.org/</a>
<b>County-District-School (CDS) Code</b>	19101990137679

Last updated: 12/18/2020

**School Description and Mission Statement (School Year 2020–2021)**

Magnolia Science Academy-5 (MSA-5) is an independent public charter school located in the Reseda community of Los Angeles. MSA-5 is a small-size school that serves 291 students from grades 6-12 in classes with a maximum of 27 students. Magnolia's mission is to provide high-quality education with an academic focus on Math, Science, and Technology integration. A character education focuses on raising respectful, responsible, and creative individuals by forming nurturing student parent-staff triads. We provide a challenging academic curriculum, a highly qualified staff, and various learning opportunities such as electives, tutoring, after school clubs, field trips, community meetings, and much more. In its main curriculum, Magnolia Science Academy-5 provides its students with a rigorous education in core subjects, such as Math, Science, Social Studies, and English Language Arts. Physical Education and Foreign Language classes are also offered daily as part of the curriculum. Character Education and electives, such as Computer, Science Explorers, Introduction to Engineering, are enrichments to the Magnolia Science Academy-5 main program.

**MISSION STATEMENT**

Magnolia Public Schools provides a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others.

**INNOVATION**

Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interests, and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

**CONNECTION**

School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

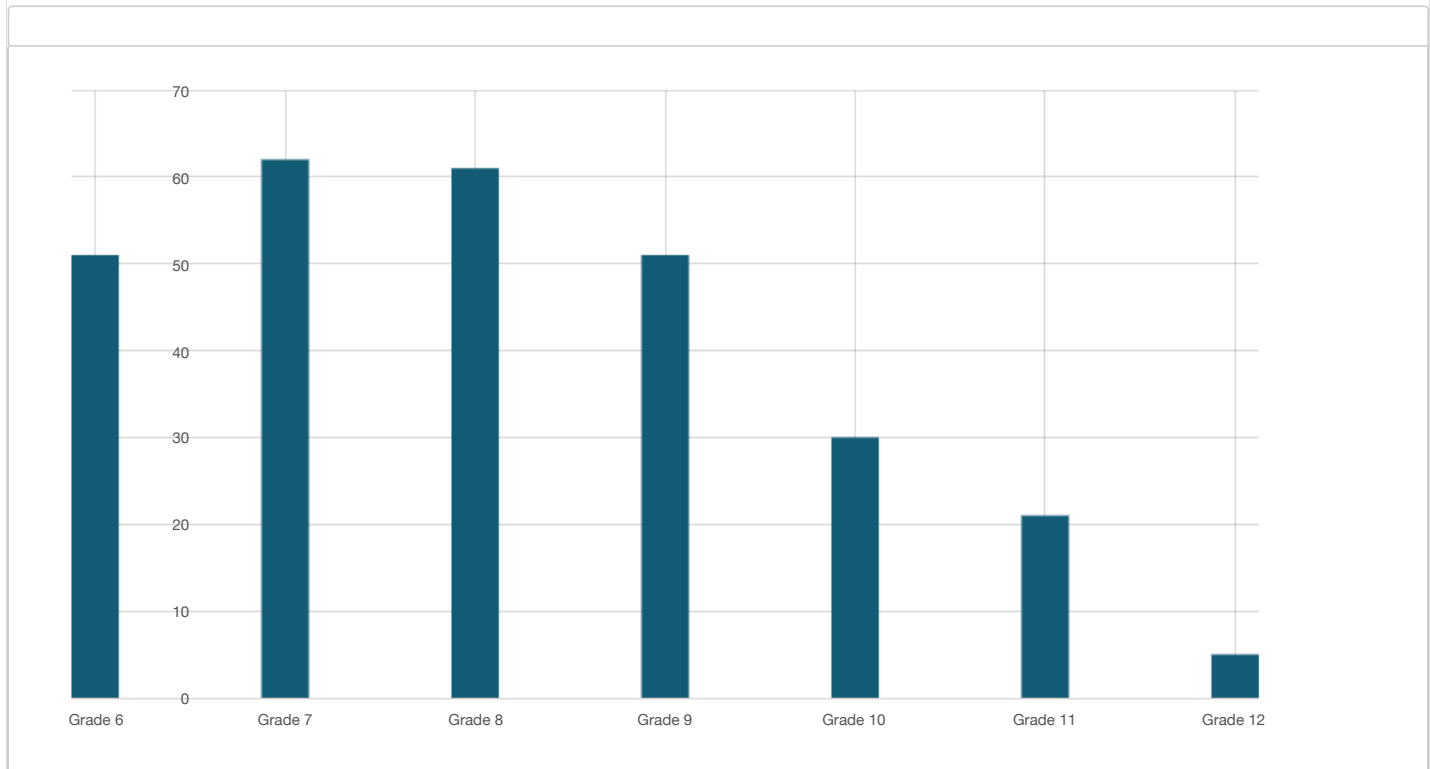
**EXCELLENCE**

Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse, and argumentative writing.

*Last updated: 12/18/2020*

**Student Enrollment by Grade Level (School Year 2019–2020)**

Grade Level	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
Number of Students	51	62	61	51	30	21	5	281



*Last updated: 12/18/2020*

**Student Enrollment by Student Group (School Year 2019–2020)**

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander
Percent of Total Enrollment	1.80 %	%	2.10 %	1.40 %	91.10 %	%

Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	Homeless
Percent of Total Enrollment	91.50 %	26.00 %	13.50 %	%	6.80 %

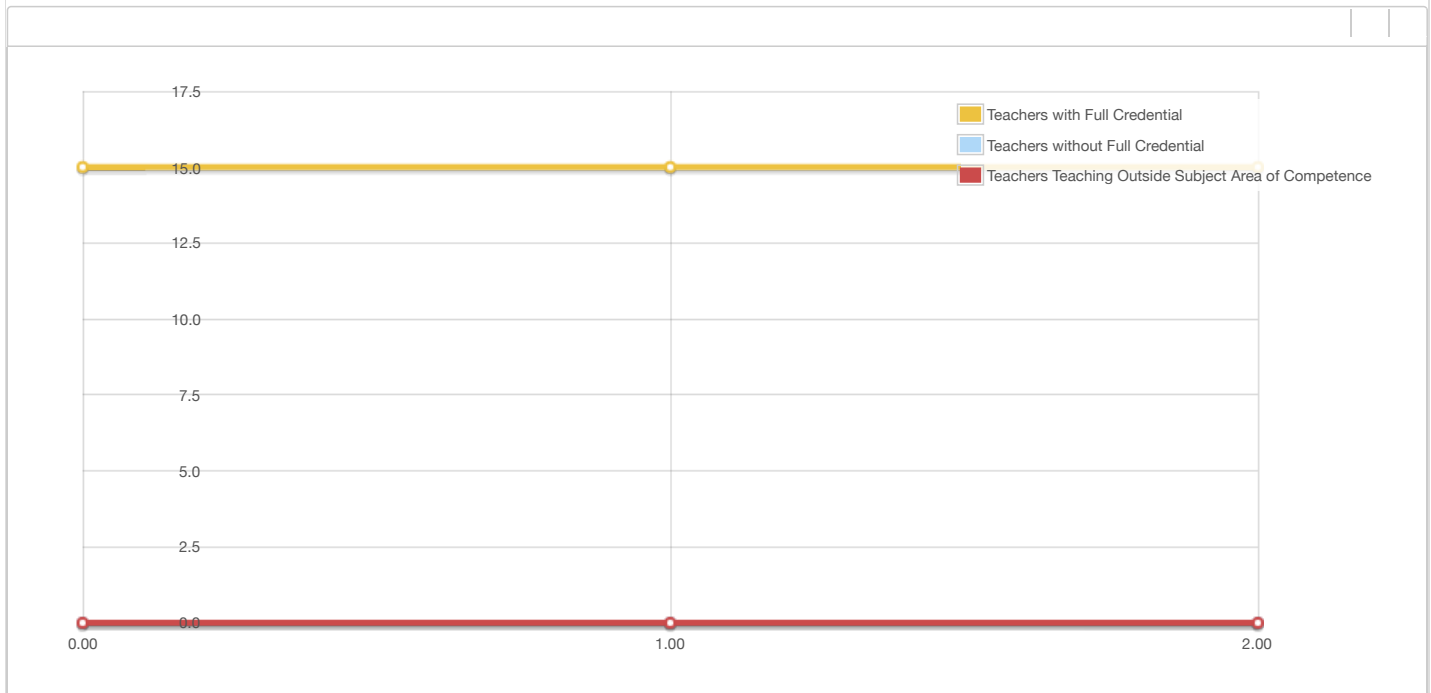
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

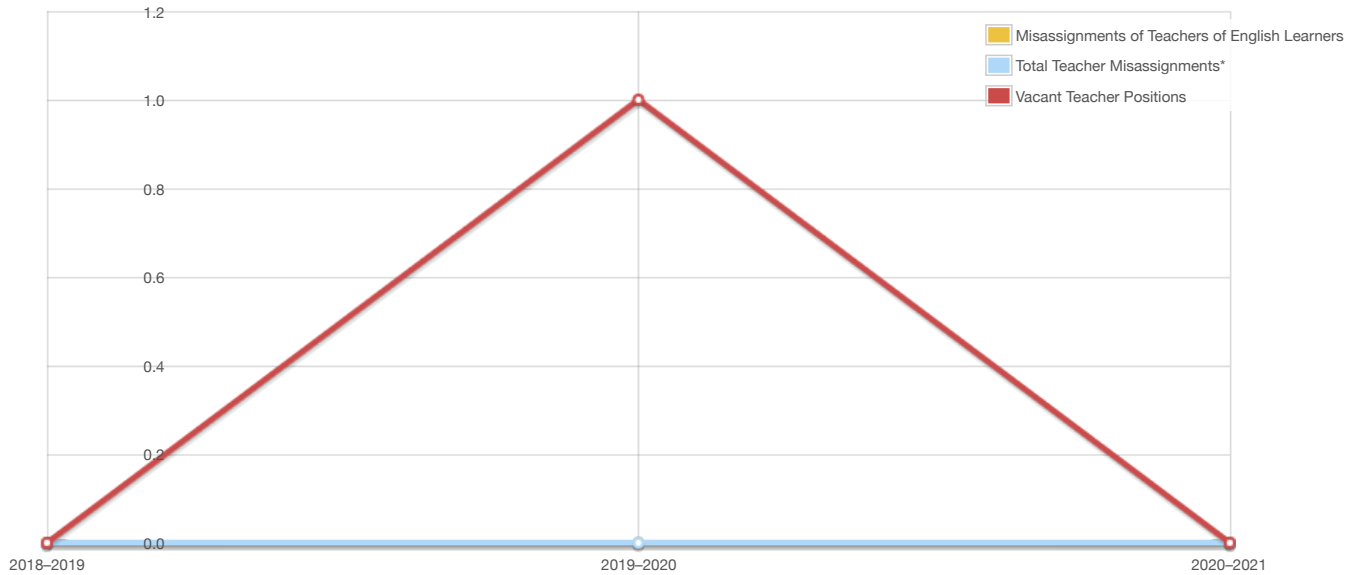
Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	15	15	15	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 12/18/2020

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/18/2020

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: June 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync	Yes	0.00 %
Mathematics	McGraw Hill Integrated Math 1, 2, and 3 - Year: 2012 Glencoe/Mcgraw-Hill Math - Year:2015	Yes	0.00 %
Science	Glencoe Integrated Science 1,2, 3 - 2020 Glencoe Biology- 2017 Marine Science - 2019	Yes	0.00 %
History-Social Science	McGraw Hill CA Impact Series- 2019 Traditions and Encounters 2017	Yes	0.00 %
Foreign Language	Asi Se Dice Level 1 & 2 - 2016 Temas Vista Higher Learning - 2014	Yes	0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/12/2021

### School Facility Conditions and Planned Improvements

The campus is cleaned regularly by an on-site custodian throughout the school day. LAUSD custodians take care of cleaning and maintaining the facility. No other improvement is planned.

Last updated: 1/6/2021

**School Facility Good Repair Status**Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

**Overall Facility Rate**

Year and month of the most recent FIT report: 2020

Overall Rating	Good
----------------	------

Last updated: 1/6/2021

**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students  
Grades Three through Eight and Grade Eleven  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	46.5%	N/A	42.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	38.67%	N/A	30.0%	N/A	39%	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/6/2021*



**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/6/2021*

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/6/2021*

**CAASPP Test Results in Science for All Students****Grades Five, Eight and High School****Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	12	N/A	23	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

*Last updated: 1/6/2021*

**CAASPP Tests Results in Science by Student Group****Grades Five, Eight and High School (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/6/2021*

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	--

**State Priority: Other Pupil Outcomes***Last updated: 1/6/2021*

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

**California Physical Fitness Test Results (School Year 2019–2020)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
-------------	--	--	---

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

*Last updated: 1/6/2021***State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

**Opportunities for Parental Involvement (School Year 2020–2021)**

We are committed to engaging parents as partners in their children's education. We work with parents to challenge and encourage our students to exceed expectations and always have support available. MSA-5 teachers often meet with parents for conferences and respond promptly to their e-mails and voice messages. Our unique school information system provides parents with confidential access to student records. The school website and the school newsletter keep our parents updated with news and events about the school and call for involvement in school events. We have a Parent Task Force (PTF) that meets regularly. Either directly or through the PTF, parents can help the school by volunteering in projects such as fundraisers, special events, field trips, campus beautification, the school site committee, and more.

*Last updated: 1/6/2021***State Priority: Pupil Engagement**

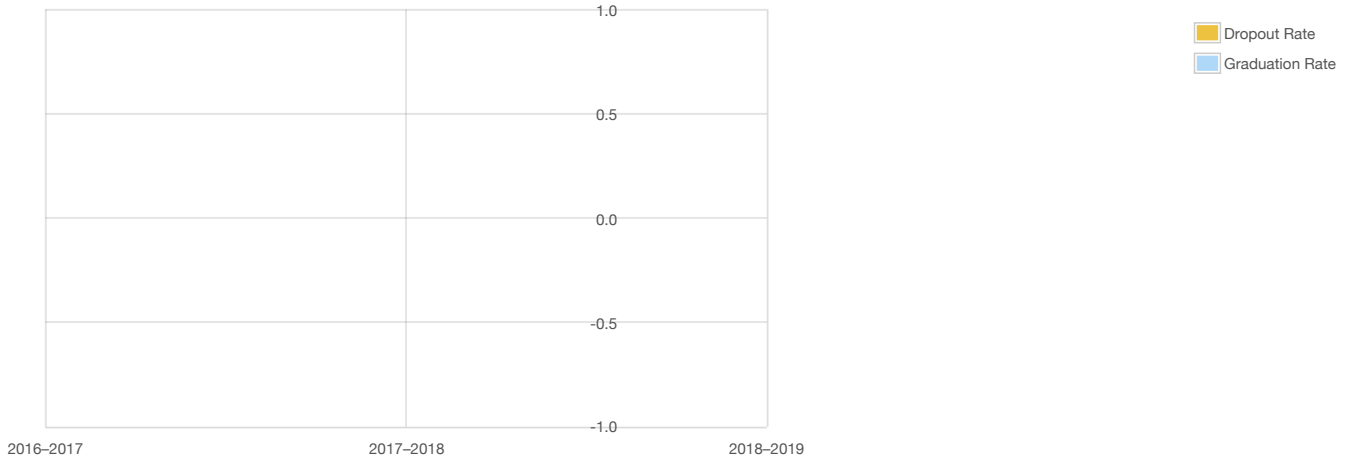
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

**Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	--	--	--	35.90%	36.60%	28.60%	9.10%	9.60%	9.00%
Graduation Rate	--	--	--	39.30%	50.70%	57.10%	82.70%	83.00%	84.50%

**Dropout/Graduation Rate (Four-Year Cohort Rate) Chart**



Last updated: 1/6/2021

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

#### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
<b>School 2017-2018</b>	0.40%	0.00%
<b>School 2018-2019</b>	1.20%	0.39%
<b>District 2017-2018</b>	9.60%	0.00%
<b>District 2018-2019</b>	11.50%	0.10%
	3.50%	0.10%
	3.50%	0.10%

**State 2017-2018**  
**Suspensions and Expulsions for School Year 2019-2020 Only**  
 (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
<b>School 2019-2020</b>	0.00%	0.00%
<b>District 2019-2020</b>	--	--
	--	--

**State 2019-2020**

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

Last updated: 1/6/2021

### School Safety Plan (School Year 2020-2021)

Magnolia Science Academy-5 conducts monthly fire, earthquake, and other mandated drills, including lockdown drills. Each school has a Crisis Response Box that includes its state-mandated comprehensive school safety plan. This plan meets the state requirements described in the California Education Code Sections 35294- 35297. Our campus is a very safe and welcoming school for our students, parents, and staff. We are building a school culture by establishing and following up on our standards and expectations. The whole staff is trained during the summer and meets weekly to be on the same page to provide our students with sound structure. Teachers meet with their SSR/Advisory (homeroom) students to go over the student handbook that explains their standards and expectations, including rules and procedures. Our reward and discipline system and clear school and classroom rules provide a consistent and nurturing environment. At Magnolia, we believe the safety of our students is crucial for their education. The students are constantly supervised, from when they come to school until they leave, including the nutrition and lunch breaks. We have a uniform policy and also offer after-school programs until 6:00 P.M.

All students at MSA-5 have the right to feel safe at school, not threatened by anybody or anything. To this purpose, our school policies and procedures, detailed in our student handbook, are designed to provide a safe and friendly learning environment. A structured discipline policy has been established and enforced to provide such an environment.

Last updated: 1/6/2021

The information in this section is required to be in the SARC but is not included in the state priorities for LCOFF.

**Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)**

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size							19.30	
Number of Classes * 1-20							5	
Number of Classes * 21-32							17	
							1	

Number of Classes \*  
33+ \* Number of classes indicates how many classes fall into each size category (a range of total students per class).  
\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)**

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size							27.00	
Number of Classes * 1-20							4	
Number of Classes * 21-32							12	
							1	

Number of Classes \*  
33+ \* Number of classes indicates how many classes fall into each size category (a range of total students per class).  
\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)**

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size							20.00	
Number of Classes * 1-20							11	
Number of Classes * 21-32							10	
							1	

Number of Classes \*  
33+ \* Number of classes indicates how many classes fall into each size category (a range of total students per class).  
\*\* "Other" category is for multi-grade level classes.

Last updated: 1/6/2021

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)**

Subject	English	Mathematics	Science	Social Science
<b>Average Class Size</b>	21.00	23.80	23.60	23.40
<b>Number of Classes * 1-22</b>	5	4	4	3
<b>Number of Classes * 23-32</b>	4	6	4	5
	0	0	0	0

**Number of Classes \*  
33+** \* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)**

Subject	English	Mathematics	Science	Social Science
<b>Average Class Size</b>	16.00	20.00	23.00	24.00
<b>Number of Classes * 1-22</b>	12	7	6	3
<b>Number of Classes * 23-32</b>	4	5	4	5
	1	1	1	1

**Number of Classes \*  
33+** \* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)**

Subject	English	Mathematics	Science	Social Science
<b>Average Class Size</b>	24.00	25.00	29.00	24.00
<b>Number of Classes * 1-22</b>	4	2	1	2
<b>Number of Classes * 23-32</b>	9	9	7	8

**Number of Classes \*  
33+**

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 1/6/2021*

**Ratio of Pupils to Academic Counselor (School Year 2019–2020)**

Title	Ratio
Pupils to Academic Counselor*	1.5

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/11/2021*

**Student Support Services Staff (School Year 2019–2020)**

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.60
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.50
Other	3.00

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/6/2021*

#### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12685.38	\$2911.93	\$9773.45	\$67305.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	--
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

*Last updated: 1/6/2021*

#### Types of Services Funded (Fiscal Year 2019–2020)

MSA-5's charter petition and Local Control and Accountability Plan (LCAP) describe school-wide goals, as well as specific actions to be taken in each of the eight state priority areas, plus any locally identified priority areas, to achieve goals for all students and student groups. The LCAP also includes expenditures required to implement each of the goals and actions, including a description of how additional funds provided for low-income students, English learners, and foster youth are used to increase or improve services for these students. Additionally, MSA-1 uses federal funds to supplement state and local funds to provide a coherent educational program. The actions and services described in our LCAP include the following:

Goal 1: Basic Services for a High-Quality Learning Environment: Teacher assignments and credentials, instructional materials and technology, clean and safe facilities that support learning, healthy and nutritious meals, and well-orchestrated Home Office support services.

Goal 2: Excellence: Broad course of study and standards-based curriculum, professional development for high-quality instruction, MTSS - Academic enrichment, intervention, student support, designated and integrated ELD programs, and support for students with disabilities.

Goal 3: Innovation: College/Career readiness programs and activities, STEAM and GATE programs, digital literacy and citizenship programs, physical education, activity, fitness, and additional programs and activities that support a well-rounded education.

Goal 4: Connection: Seeking family input for decision making, building partnerships with families for student outcomes, MTSS - PBIS and SEL support, annual stakeholder surveys, and community outreach and partnerships.

*Last updated: 1/11/2021*



**Advanced Placement (AP) Courses (School Year 2019–2020)**

**Percent of Students in AP Courses** 27.10%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	1
Mathematics	0
Science	0
Social Science	1
<b>Total AP Courses Offered*</b>	<b>2</b>

\*Where there are student course enrollments of at least one student.

*Last updated: 1/11/2021*

**Professional Development**

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	48	48	49

**Questions: SARC TEAM | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0406**

California Department of Education  
 1430 N Street  
 Sacramento, CA 95814



[SARC Home](#) » Magnolia Science Academy 6

## 2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

# School Accountability Report Card

## Reported Using Data from the 2019–2020 School Year

### California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## John Terzi, Principal

- Principal, Magnolia Science Academy 6



## About Our School

Dear Parents,

It is with honor and great pleasure that I greet you as the principal of Magnolia Science Academy-6. I am truly honored to be appointed to this position and am looking forward to working with you for a wonderful school year. I would like to give some background information about myself. I spent my childhood observing the daily lives of people with different socioeconomic and ethnic backgrounds and decided to become an educator after seeing some amazing educators. My interest in science and technology education began when I was a young high school student. The intellectual and scientific environment that I was in let me develop my scientific intuition. This led me to pursue a scientific and academic career.

I received my degree from METU for my undergraduate education in the Physics Education Department. I also received my Masters in Education and Administrative credential from Cal. State Un. Long Beach in 2017. Before coming to Magnolia Science Academy-6 Palms (MSA-6) I held the positions of MSA-4 middle school science teacher, MSA-4 dean of academics, MSA-1 high school physics and AP physics teacher, Magnolia Public Schools Science department chair and MSA-1 dean of academics. My greatest initiative is to provide the leadership that will facilitate a school environment that will provide differentiated instruction to meet the needs of each student to the best of my ability. Besides that, I have implemented all the best practices which I observed at

other public and private schools such as science fair, STEM Expo, history fair, Spanish fair, career fair, multicultural food festival (with parent task force group).

As a principal, I would like to establish a safe, positive school culture and challenging educational program for student learning and development. It is my mission to build a relationship of trust and collaboration within the school and community. I am working closely with students, parents and teachers to have a better communication and have an open door policy. I hold meetings with parents for coffee with the principal, school site council (SSC), English learner advisory committee (ELAC) and parent task force (PTF) meetings. Given my education and experience, my goals are to implement STEAM programs and activities, Common Core State Standards, have a data driven school culture and have a higher parent involvement.

I look forward to the exchange of ideas as we all work as a great team. Please let me know your questions or ideas.

Sincerely,

John G. Terzi

MSA-6 Principal

**Contact**

Magnolia Science Academy 6  
3754 Dunn Dr.  
Los Angeles, CA 90034-5805

Phone: 310-842-8555

Email: [jterzi@magnoliapublicschools.org](mailto:jterzi@magnoliapublicschools.org)

**About This School**

**Contact Information (School Year 2020–2021)**

District Contact Information (School Year 2020–2021)	
<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Austin Beutner
<b>Email Address</b>	<a href="mailto:austin.beutner@lausd.net">austin.beutner@lausd.net</a>
<b>Website</b>	<a href="http://www.lausd.net">www.lausd.net</a>
School Contact Information (School Year 2020–2021)	

<b>School Name</b>	Magnolia Science Academy 6
<b>Street</b>	3754 Dunn Dr.
<b>City, State, Zip</b>	Los Angeles, Ca, 90034-5805
<b>Phone Number</b>	310-842-8555
<b>Principal</b>	John Terzi, Principal
<b>Email Address</b>	<a href="mailto:jterzi@magnoliapublicschools.org">jterzi@magnoliapublicschools.org</a>
<b>Website</b>	<a href="http://www.msa6.magnoliapublicschools.org">www.msa6.magnoliapublicschools.org</a>
<b>County-District-School (CDS) Code</b>	19647330117648

*Last updated: 1/14/2021*

**School Description and Mission Statement (School Year 2020–2021)**

Magnolia Science Academy-6 (MSA-6) is operated by Magnolia Educational & Research Foundation (“MERF”), Magnolia Public Schools (“MPS”) a non-profit public Charter School management organization dedicated to establishing and managing high-quality public Charter Schools in California. The vision of MPS is to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. MPS’ educational approach is based on the conviction that STEAM education is essential to improving our modern society’s knowledge base and adaptability to the fast pace of ever-changing technological advancements.

MSA-6 is a high-performing, classroom-based public Charter School located in the West Los Angeles and Palms community, serving students in grades 6-8 with a curriculum emphasis on science, technology, engineering, arts and math (“STEAM”) since 2009. MSA-6’s mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. We offer a comprehensive learning experience designed to serve the needs of our diverse student population through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-6 is supplemented by tutoring, and after-school programs.

For the past ten years, MSA-6 has had a clear STEM focus. MPS Leadership and its Board of Directors are now committed to expanding on this success and began to make the shift towards a strong STEAM focused organization during the 2015-16 school year, adding arts discipline. The most developed areas have been Math and Science, with the understanding that Engineering and Technology offered great growth potential.

School Vision

Magnolia Science Academy-6's vision is to graduate students who are scientific thinkers that contribute to the global community as socially responsible and educated members of society.

School Mission

Magnolia Science Academy-6 provides a college preparatory educational program emphasizing science, technology, engineering, art and math (STEAM) in a safe environment that cultivates respect for self and others.

Student Learner Outcomes

The SLO's are measurable schoolwide goals that every student is expected to achieve upon promotion from MSA-6. Our schoolwide SLO's are embedded in our curriculum, including Character Education, our instructional practice, core values, and daily culture at MSA-6.

MSA-6 graduates will be:

SCHOLARS who:

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

INDEPENDENT SCHOLARS who:

Exhibit the ability to integrate technology as an effective tool in their daily lives. Use technology effectively to access, organize, research and present information. Demonstrate effective oral and written communication skills using academic language at school, with peers and in the community. Demonstrate content area and grade level achievement in Reading, Writing, Mathematics, History and Science. Are self-directed. Meaningfully engage in learning activities. Know their readiness levels, interests, and backgrounds. Understand their own learning styles and intelligence preferences. Reflect on their learning. Accept and integrate feedback. Adapt to change.

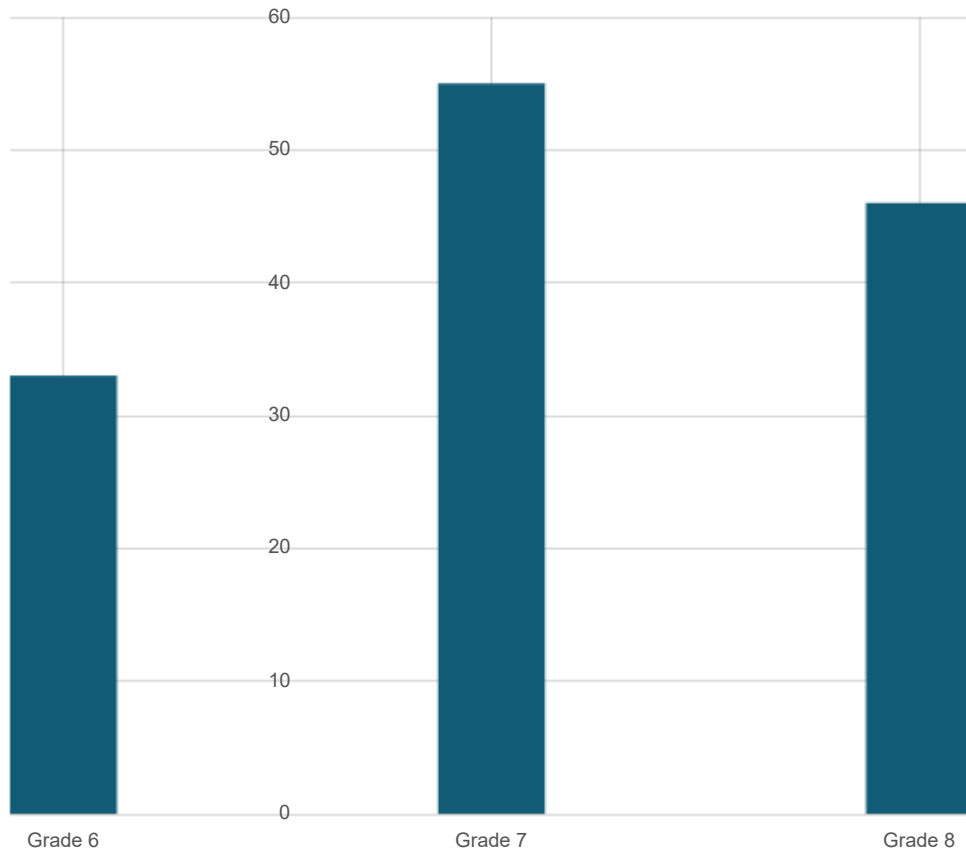
COMMUNITY FOCUSED CITIZENS who:

Embrace and respect cultural diversity through the understanding of our global world. Demonstrate knowledge and understanding of American and world history and the values of different cultures. Contribute to the improvement of life in their school and local community. Demonstrate knowledge of proper nutrition, exercise and physical health and its impact on daily life. Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings.

*Last updated: 1/14/2021*

**Student Enrollment by Grade Level (School Year 2019–2020)**

Grade Level	Grade 6	Grade 7	Grade 8	Total Enrollment
Number of Students	33	55	46	134



Last updated: 1/14/2021

**Student Enrollment by Student Group (School Year 2019–2020)**

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or La
<b>Percent of Total Enrollment</b>	6.70 %	%	2.20 %	%	87.30 %
<b>Student Group (Other)</b>	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	
<b>Percent of Total Enrollment</b>	87.30 %	24.60 %	20.90 %	%	

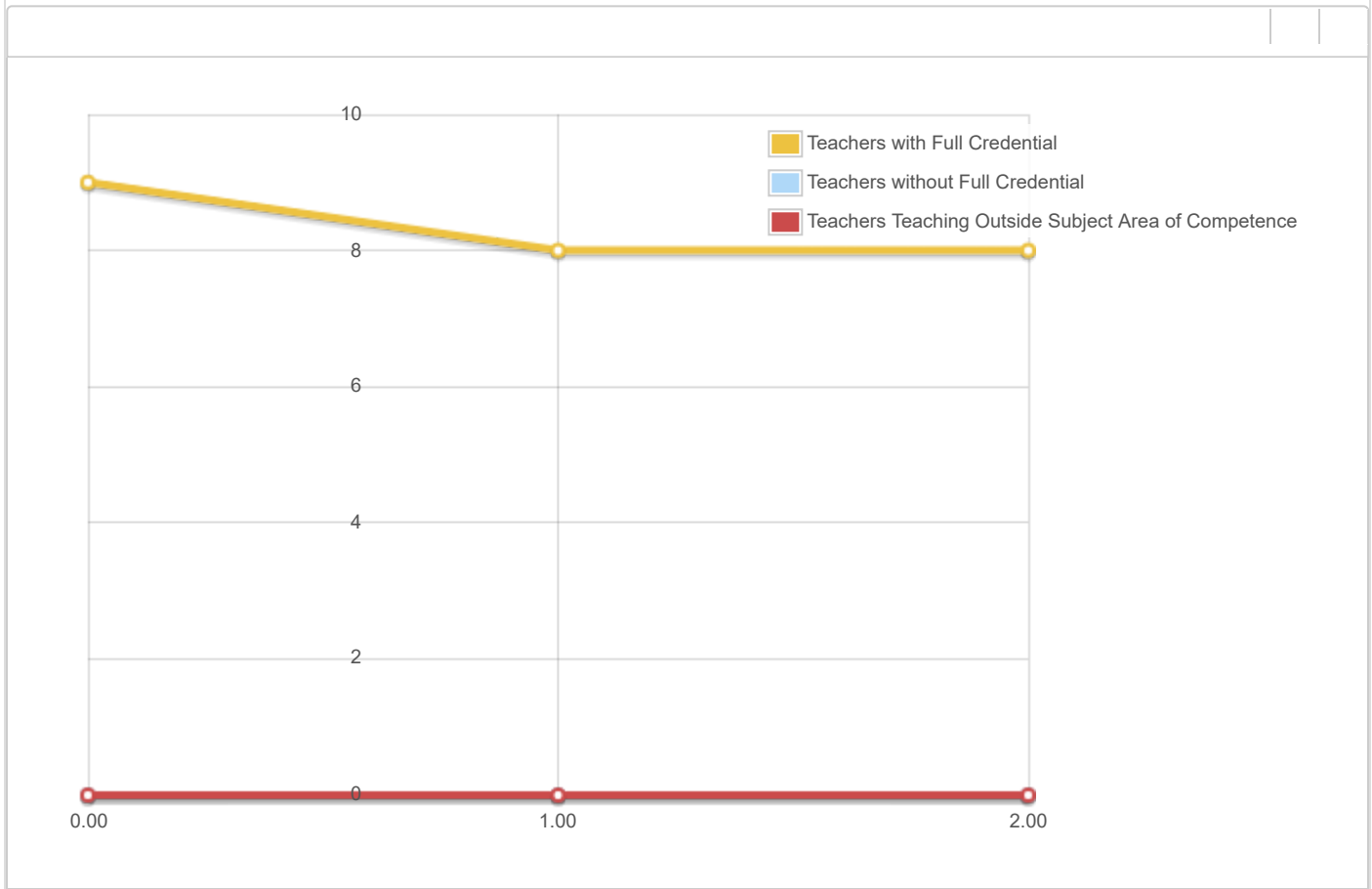
**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

**Teacher Credentials**

Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	9	8	8	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

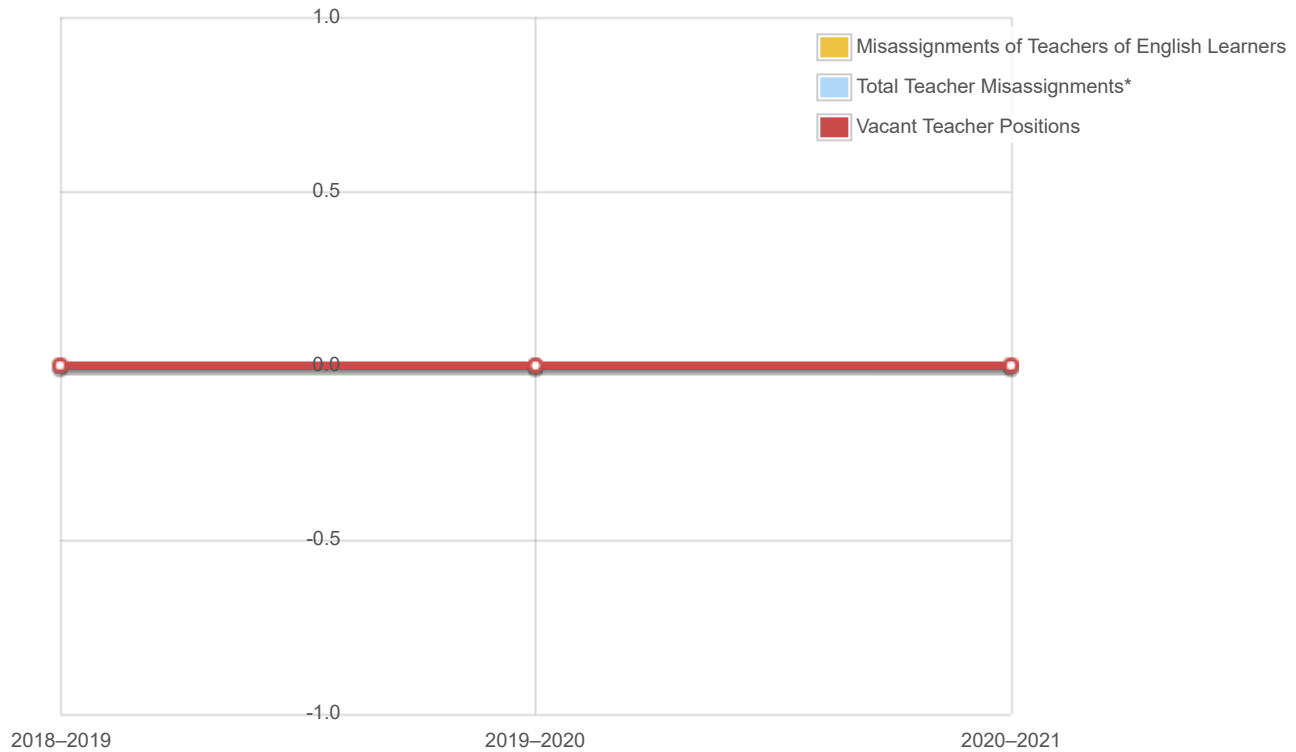


Last updated: 1/14/2021

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0





Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/14/2021

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)**

Year and month in which the data were collected: August 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill English for 6th-7th-8th	Yes	0.00 %
Mathematics	McGraw Hill Math for 6th-7th-8th grades	Yes	0.00 %
Science	CA Inspire Science for 6th-7th-8th grades by McGraw Hill	Yes	0.00 %
History-Social Science	McGraw Hill History for 6th-7th-8th grades	Yes	0.00 %
Foreign Language	N/A		0.00 %
Health	N/A		0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

*Last updated: 1/14/2021*

### School Facility Conditions and Planned Improvements

1. At our school, we have 3 to 4 teachers out on duty daily to ensure safety for the kids.
2. At our school we have monthly drills for fire, earthquake and lockdown. Every year we have 4 fire drills, 4 earthquake drills and 2 lockdown drills.
3. At the beginning of 2016-17 school year, we replaced our security cameras and installed high definition surveillance cameras for students' safety.
4. School facilities are in good shape. Some classrooms are a little cold and heaters were provided for each classroom by the administration for the students. This has been brought up to the attention of the site manager to have a regular heater for these classrooms.
5. At the beginning of 2016-17 school year, we purchased intercom system for our front door and increased visitor monitoring.
6. Over the summer break, a fresh coat of paint was added to the exterior walls.
7. Painting of the lunch benches were done during the summer break.
8. Our Parent Task Force (PTF) raises money for facility improvement and organizes campus beautification days every year.
9. School cleanliness is enforced to the students as well as to the staff. There is also a full time custodian who cleans the classrooms and the campus every day.

*Last updated: 1/14/2021*

### School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed

- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: August 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

### Overall Facility Rate

Year and month of the most recent FIT report: August 2020

Overall Rating	Good
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*Last updated: 1/14/2021*

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

**Grades Three through Eight and Grade Eleven****Percentage of Students Meeting or Exceeding the State Standard**

Subject	School	School	District	District	State	State
	2018– 2019	2019– 2020	2018– 2019	2019– 2020	2018– 2019	2019– 2020
English Language Arts / Literacy (grades 3-8 and 11)	46.0%	N/A	45.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	38.0%	N/A	34.0%	N/A	39%	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/14/2021*

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/14/2021*

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/14/2021*

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	10	N/A	23	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

*Last updated: 1/14/2021*

**CAASPP Tests Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/14/2021*



### Career Technical Education (CTE) Programs (School Year 2019–2020)

We don't have a CTE program at the moment but what we do have is a Life Skills Program. Life Skills program at Magnolia Public Schools contains topics on social and emotional learning, study skills, environmental issues, conflict resolution, making responsible choices, self-discipline, college and career awareness and character education. Life Skills is an enrichment program that provides students with valuable skills to support academic excellence and social skill development. Students participate in activities/projects to demonstrate their understanding of the values/lessons. Guest speakers and various forms of technology also engage students in the course content. Life Skills themes are integrated into broader schoolwide activities including assemblies, field trips, displays, announcements, and into the general curriculum. Parents are regularly informed about the Life Skills topics to support MPS' effort to inspire positive principles of conduct in future leaders. Life Skills program also enables all students, including socioeconomically disadvantaged students, to have a vision and be more specific on their goals to be successful at school and during their life.

### State Priority: Other Pupil Outcomes

*Last updated: 1/14/2021*

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### California Physical Fitness Test Results (School Year 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

*Last updated: 1/14/2021*

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2020–2021)

#### PARENTAL INVOLVEMENT

1. Parent-Student-Teacher Cooperation

Studies have shown that students whose parents are involved in their education generally have higher grades, better attendance, higher homework submission rates, higher graduation rates, and a better chance of continuing with their education after graduation. MSA-6 believes that a cooperative parent-student-teacher triad will narrow the achievement gap between students at-risk and those who succeed by the current standard of assessments. MSA-6 will work with parents to make them aware of the importance of their involvement in their children's education through some combination of the following activities: Parent education groups where parents will learn the importance of their involvement in their child's education. Individualized student and parent advisory sessions: Each of our teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements. One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

## 2. Student-Teacher Status Portal

MSA-6 uses Illuminate Education which is an online web portal currently being used at all Magnolia Public Schools (MPS). The use of the school website enables parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on. Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school. MSA-6 also uses Parent Square and Class Dojo to send quick messages, voicemails, pictures and permission slips. These tools improve our communication with parents and close a gap between the school and the families.

## 3. Parent Representation

MPS strongly encourages parents to participate in and share the responsibility for the educational process and educational results of MSA-6. By having representative(s) on the MPS Board and the SSC, parents are active participants in developing local school policies and leading efforts to engage the support of the community, making recommendations about issues related to the school, and reviewing parental and community concerns. Other opportunities for parental involvement include: The Parents/Guardians will attend Coffee with the principal and Parent Task Force (PTF) meetings regularly and advise the SSC. In 2016-17 school year, we have started our Parent College program which is a parent empowerment program designed to improve parents' capacity so they can become informed advocates for their children's education. Our parents will meet with our staff on Saturdays (5 meetings) and graduate from this program in April. Teachers will be encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students' progress. Parents complete a survey each year evaluating the strengths and weakness they identify with the program at MSA-6. There will be various opportunities for parents to volunteer. For example, they may help in classrooms, lead extra-curricular activities, assist in event planning. Teachers will meet one-on-one with parents of low-achieving students on an as needed basis to ensure the proper supports are in place for the student. Parents will have the opportunity to attend periodic events for teambuilding, presentation of the latest school news, and recognition of parent contributions.

*Last updated: 1/14/2021*

## State Priority: Pupil Engagement

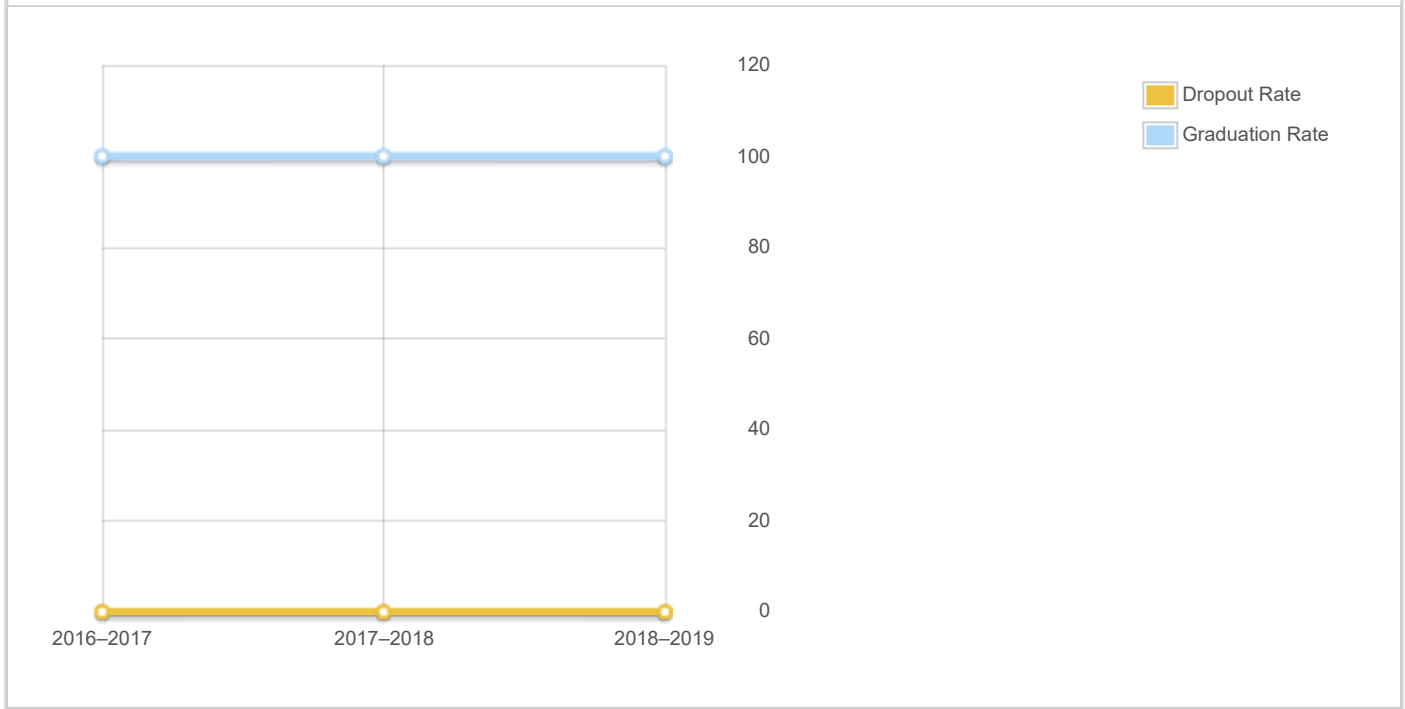
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	0.00%	0.00%	0.00%	10.80%	11.30%	10.90%	9.10%	9.60%	9.00%
Graduation Rate	100.00%	100.00%	100.00%	79.70%	80.10%	81.50%	82.70%	83.00%	84.50%

### Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/14/2021

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
<b>School 2017–2018</b>	0.60%	0.00%
<b>School 2018–2019</b>	0.00%	0.00%
<b>District 2017–2018</b>	0.80%	0.00%
<b>District 2018–2019</b>	0.70%	0.00%
	3.50%	0.10%
	3.50%	0.10%

**State  
2017–2018**

**Suspensions and Expulsions for School Year 2019–2020 Only**

**State** (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
<b>School 2019–2020</b>	0.00%	0.00%
<b>District 2019–2020</b>	--	--
	--	--

**State  
2019–2020**

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

*Last updated: 1/14/2021*

**School Safety Plan (School Year 2020–2021)**

MSA-6's comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect the safety of students and staff and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

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

- Provide for coordination between the school and local emergency services when necessary.  
 Employee Preparedness A number of measures are taken on an ongoing basis to ensure that school staff is prepared to respond immediately and appropriately to disasters. These include:
- Review of this Plan and any other emergency policies and procedures;
- Review of an employee’s role during an emergency;
- Knowledge of how to conduct and evaluate required drills;
- Familiarity with the layout of buildings, grounds and all emergency procedures;
- Review of the location of all emergency exits, fire extinguishers, fire alarms and emergency equipment and supplies;
- Attend update training in first aid, CPR, use of fire extinguishers and search and rescue as necessary.

MSA-6 provides 3 to 4 teachers out on duty daily to ensure safety for the kids. At our school we have monthly drills like fire, earthquake or lockdown. Every school year, we do 4 fire drills, 4 earthquake drills and 2 lockdown drills.

A copy of the detailed safety plan is uploaded on our website ([MSA-6 School Safety Plan Web Version](#))

*Last updated: 1/14/2021*

**The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.**

**Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)**

Grade Level	K	1	2	3	4	5	6	Other**
<b>Average Class Size</b>							23.00	
<b>Number of Classes * 1-20</b>							2	
<b>Number of Classes * 21-32</b>								
<b>Number of Classes * 33+</b>								

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).  
 \*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)**

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size							28.00	
Number of Classes * 1-20							2	
Number of Classes * 21-32								

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).  
 \*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)**

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size							23.00	
Number of Classes * 1-20							2	
Number of Classes * 21-32								

Number of Classes \*  
33+

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).  
 \*\* "Other" category is for multi-grade level classes. Last updated: 1/14/2021

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)**

Subject	English	Mathematics	Science	Social Science
Average Class Size	29.00	29.00	29.00	29.00
Number of Classes * 1-22	4	4	4	4
Number of Classes * 23-32				

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)**

Subject	English	Mathematics	Science	Social Science
<b>Average Class Size</b>	24.00	20.00	25.00	25.00
<b>Number of Classes * 1-22</b>	2	2	2	2
<b>Number of Classes * 23-32</b>	2	2	2	2

**Number of Classes \*  
33+** \* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)**

Subject	English	Mathematics	Science	Social Science
<b>Average Class Size</b>	24.00	24.00	24.00	24.00
<b>Number of Classes * 1-22</b>	2	2	2	2
<b>Number of Classes * 23-32</b>	2	2	2	2

**Number of Classes \*  
33+**

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 1/14/2021*

**Ratio of Pupils to Academic Counselor (School Year 2019–2020)**

Title	Ratio
Pupils to Academic Counselor*	134

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/14/2021*

**Student Support Services Staff (School Year 2019–2020)**

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00

	Number of FTE* Assigned to School
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	1.00
Other	0.20

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/14/2021*

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10839.87	\$3256.58	\$7583.29	\$63459.00
District	N/A	N/A	--	\$78962.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	\$83052.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

*Last updated: 1/14/2021*

### Types of Services Funded (Fiscal Year 2019–2020)

MSA-6's charter petition and Local Control and Accountability Plan (LCAP) describe school-wide goals, as well as specific actions to be taken in each of the eight state priority areas, plus any locally identified priority areas, to achieve goals for all students and student groups. The LCAP also includes expenditures required to implement each of the goals



and actions, including a description of how additional funds provided for low-income students, English learners and foster youth are used to increase or improve services for these students. Additionally, MSA-6 uses federal funds to supplement state and local funds to provide a coherent education program. The actions and services described in our LCAP include the following:

Goal 1: Basic Services for a High-Quality Learning Environment: Teacher assignments and credentials, instructional materials and technology, clean and safe facilities that support learning, healthy and nutritious meals, and well-orchestrated Home Office support services.

Goal 2: Excellence: Broad course of study and standards-based curriculum, professional development for high quality instruction, MTSS - Academic enrichment, intervention and student support, designated and integrated ELD programs, and support for students with disabilities.

Goal 3: Innovation: College/Career readiness programs and activities, STEAM and GATE programs, digital literacy and citizenship programs, physical education, activity, and fitness, and additional programs and activities that support well-rounded education.

Goal 4: Connection: Seeking family input for decision making, building partnerships with families for student outcomes, MTSS - PBIS and SEL support, annual stakeholder surveys, and community outreach and partnerships.

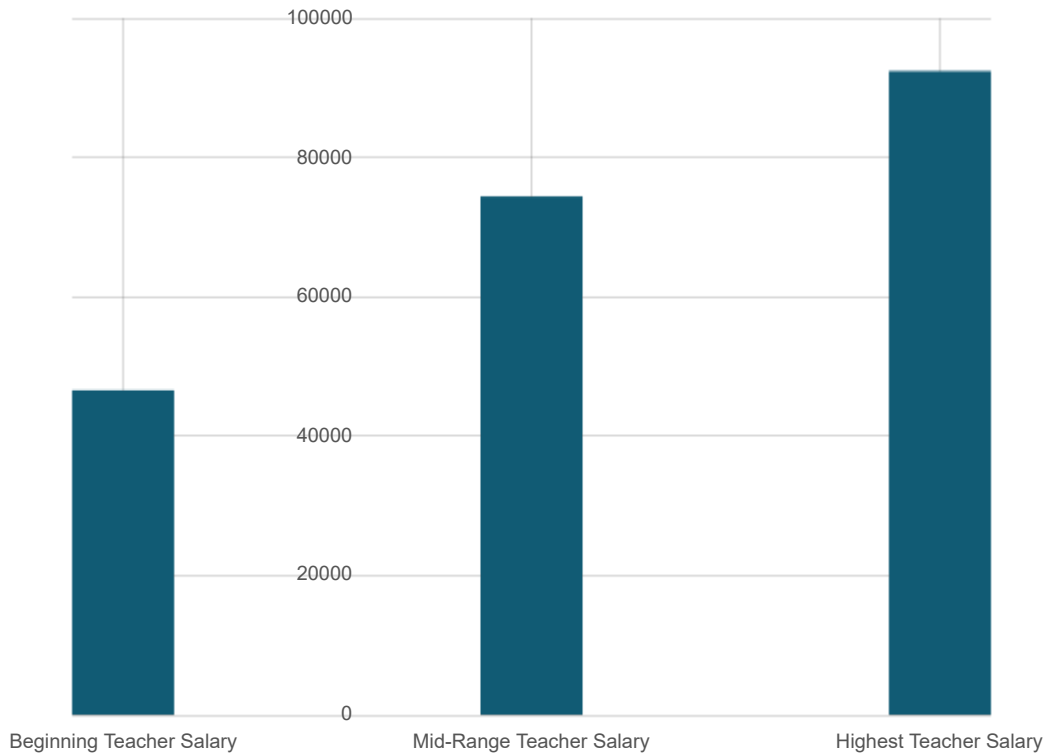
*Last updated: 1/14/2021*

**Teacher and Administrative Salaries (Fiscal Year 2018–2019)**

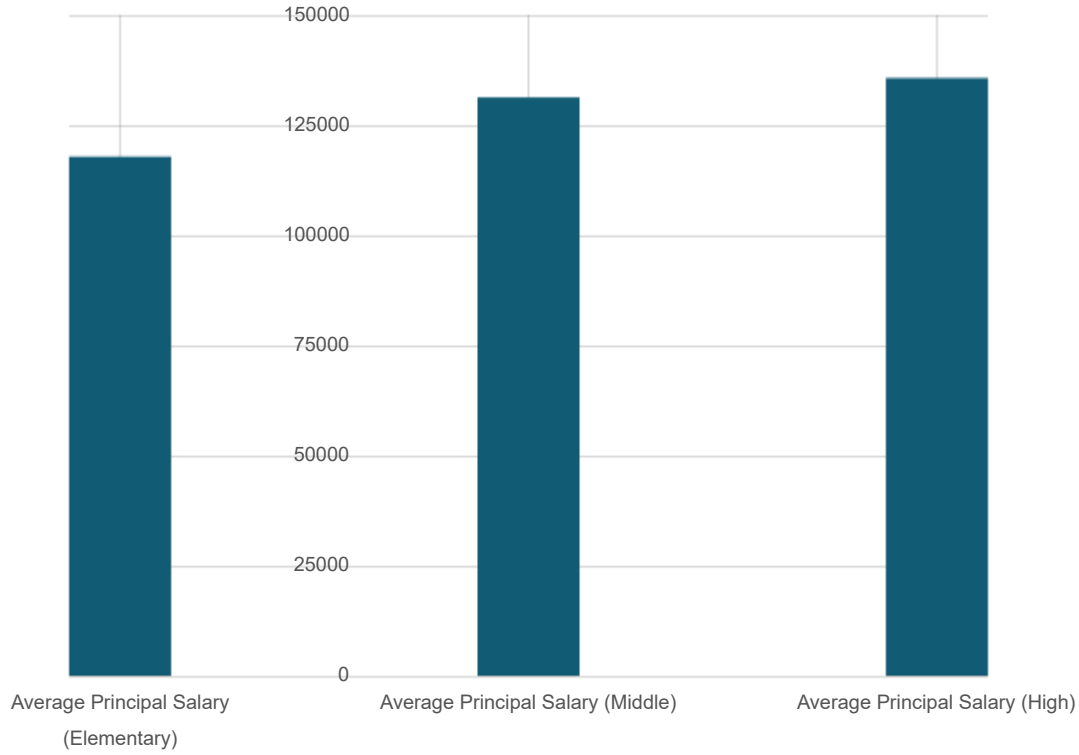
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,587	\$50,029
Mid-Range Teacher Salary	\$74,412	\$77,680
Highest Teacher Salary	\$92,389	\$102,143
Average Principal Salary (Elementary)	\$117,849	\$128,526
Average Principal Salary (Middle)	\$131,307	\$133,574
Average Principal Salary (High)	\$135,702	\$147,006
Superintendent Salary	\$350,000	\$284,736
Percent of Budget for Teacher Salaries	29.00%	33.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

**Teacher Salary Chart**



**Principal Salary Chart**



*Last updated: 1/14/2021*

**Professional Development**

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	50	50	50

**Questions: SARC TEAM | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0406**

**California Department of Education**  
 1430 N Street  
 Sacramento, CA 95814



[SARC Home](#) » Magnolia Science Academy 7

## 2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

# School Accountability Report Card

## Reported Using Data from the 2019–2020 School Year

### California Department of Education



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Meagan Wittek, Principal

- Principal, Magnolia Science Academy 7



## About Our School

Hello, my name is Meagan Wittek and I am honored to be the new principal of Magnolia Science Academy-7, of a small community school where the administration and staff strive to provide a quality education for all students.

There are many exciting things happening this year. MSA-7 will continue with its STEAM focused instructional model with the implementation of a Guided Math program, Robotics Club, and continued art lessons through The Music Center. We're also excited about our new facility improvements including a sand-free playground and newly renovated restrooms.

MSA-7 values partnerships with all stakeholders. We encourage all to become a part of what Magnolia Science Academy-7 has to offer our students and community. We count on partnerships to provide the best education for the children in our school community. Education is a team effort that cannot occur without the backing of every staff member, the involvement of every parent, and the dedication of every student. At MSA-7, we value our School Site Council, English Language Advisory Council, and Parent Task Force committees.

I look forward to working with everyone to ensure that Magnolia Science Academy-7 is a place where children grow socially, emotionally, and academically in order to reach their maximum potential.

My best wishes for a productive and successful 2019 - 2020 school year.

Meagan Wittek-Principal

## Contact

Magnolia Science Academy 7  
18355 Roscoe Blvd.  
Northridge, CA 91325-4104

Phone: 818-886-0585

Email: [mwittek@magnoliapublicschools.org](mailto:mwittek@magnoliapublicschools.org)

## About This School

### Contact Information (School Year 2020–2021)

#### District Contact Information (School Year 2020–2021)

**District Name** Los Angeles Unified

**Phone Number** (213) 241-1000

**Superintendent** Austin Beutner

**Email Address** [austin.beutner@lausd.net](mailto:austin.beutner@lausd.net)

**Website** [www.lausd.net](http://www.lausd.net)

#### School Contact Information (School Year 2020–2021)

**School Name** Magnolia Science Academy 7

**Street** 18355 Roscoe Blvd.

**City, State, Zip** Northridge, Ca, 91325-4104

**Phone Number** 818-886-0585

**Principal** Meagan Wittek, Principal

**Email Address** [mwittek@magnoliapublicschools.org](mailto:mwittek@magnoliapublicschools.org)

**Website** <http://msa7.magnoliapublicschools.org>

**County-District-School  
(CDS) Code** 19647330117655

*Last updated: 12/22/2020*

## School Description and Mission Statement (School Year 2020–2021)

Magnolia Science Academy-7 (MSA-7) is small public independent charter school located in the city of Northridge in the San Fernando Valley. MSA-7 is one of ten schools under the direction of Magnolia Public Schools, a non-profit Charter Management Organization (CMO) serving the Southern California region. MSA-7 is proudly celebrating its eleventh year in operation, first opening its doors in 2010.

We focus on growth mindsets at our small elementary school. We utilize small group learning, student-driven instruction, and guided math. Students experience hands-on learning through robotics, computer science and arts to promote imagination, creativity, and invention. The students of MSA-7 receive an education that is aligned to Common Core State Standards (CCSS) with a focus in Science, Technology, Engineering, Art, and Math (STEAM). In addition, students receive weekly computer and physical education classes, along with an integrated arts program. Educating the whole child is a key feature of Magnolia Science Academy-7. We offer a robust program that includes social emotional learning and development, after school clubs and programs, school-wide events, intervention and enrichment services, parent workshops, home visits, and more.

At Magnolia Science Academy 7 (MSA 7), our small charter school encapsulates our community. We are a close-knit, family school -- comprising neighbors, siblings, cousins and friends. Our TK-5 students have close, caring connections to each other, to their teachers and with our staff.

### **Mission Statement**

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

### **Vision Statement**

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

MPS has identified the following core values, which are reinforced through the Character Education lessons, school wide learner outcomes (SLOs), and all school activities:

#### *Excellence*

Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas

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

*Innovation*

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

*Connection*

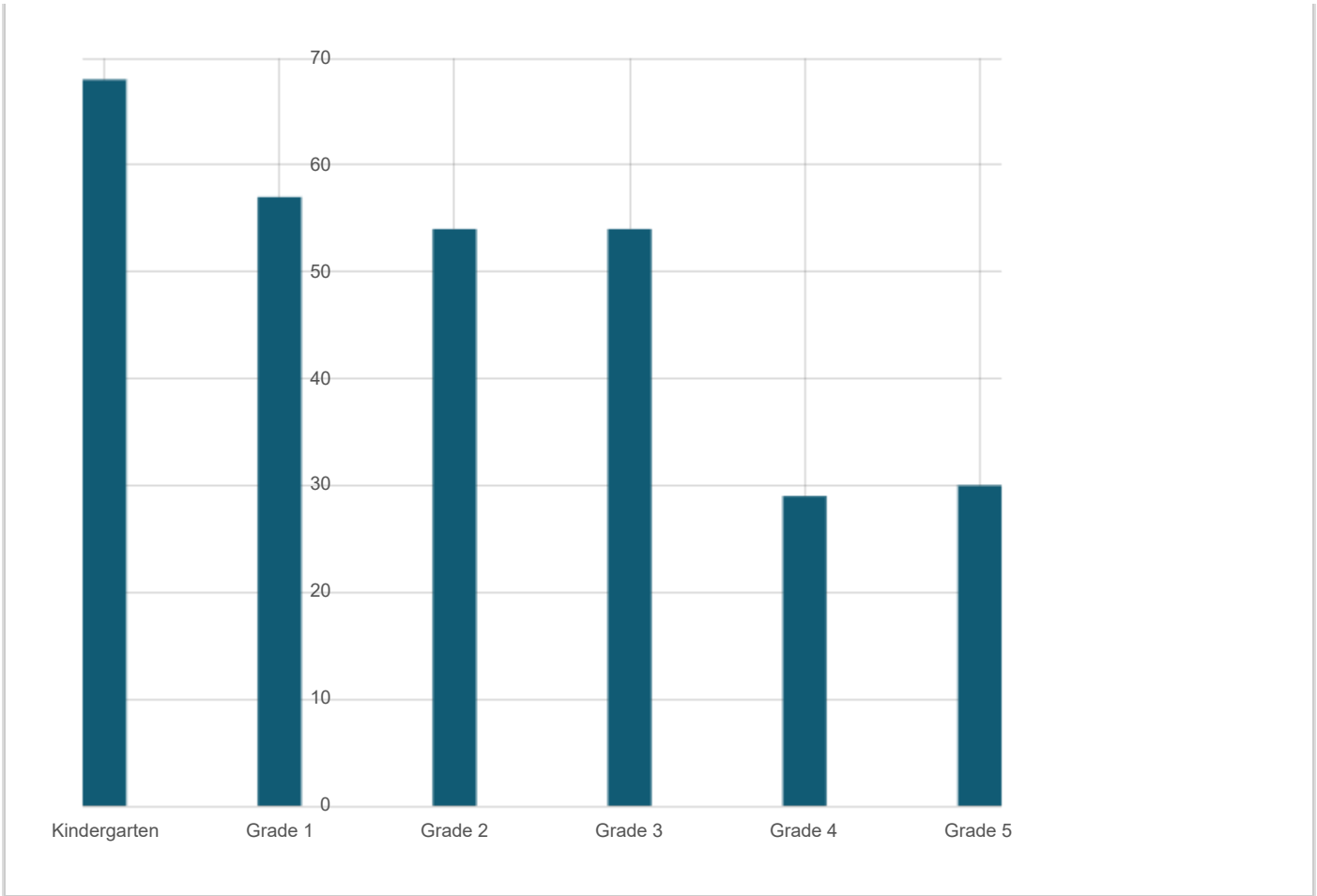
School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and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

*Last updated: 12/22/2020*

**Student Enrollment by Grade Level (School Year 2019–2020)**

<b>Grade Level</b>	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
<b>Number of Students</b>	68	57	54	54	29	30	292





Last updated: 12/22/2020

**Student Enrollment by Student Group (School Year 2019–2020)**

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or La
<b>Percent of Total Enrollment</b>	5.80 %	%	5.10 %	6.20 %	68.50 %
◀ ▶					
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	
<b>Percent of Total Enrollment</b>	77.10 %	29.80 %	12.00 %	%	
◀ ▶					

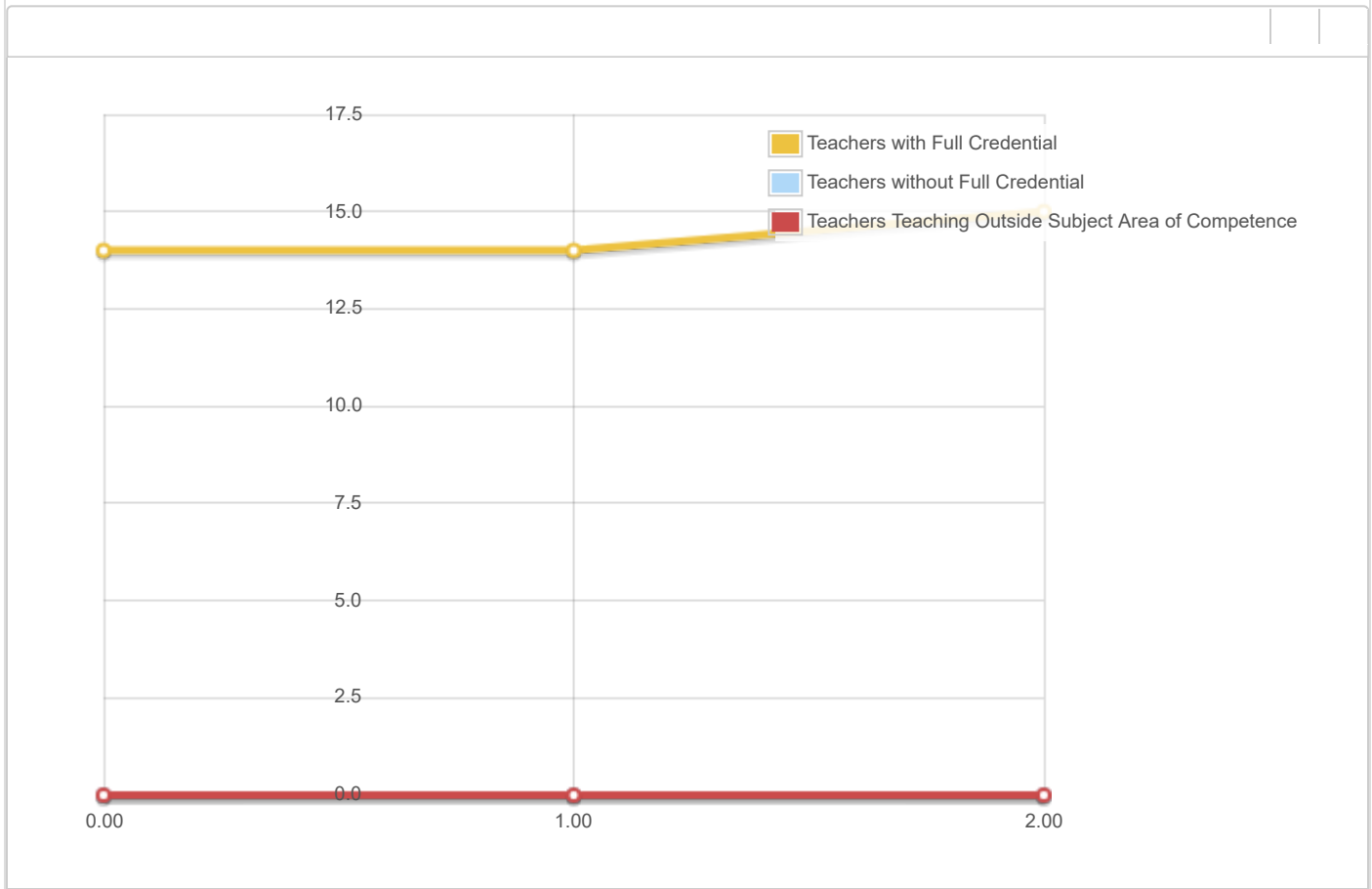
**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

**Teacher Credentials**

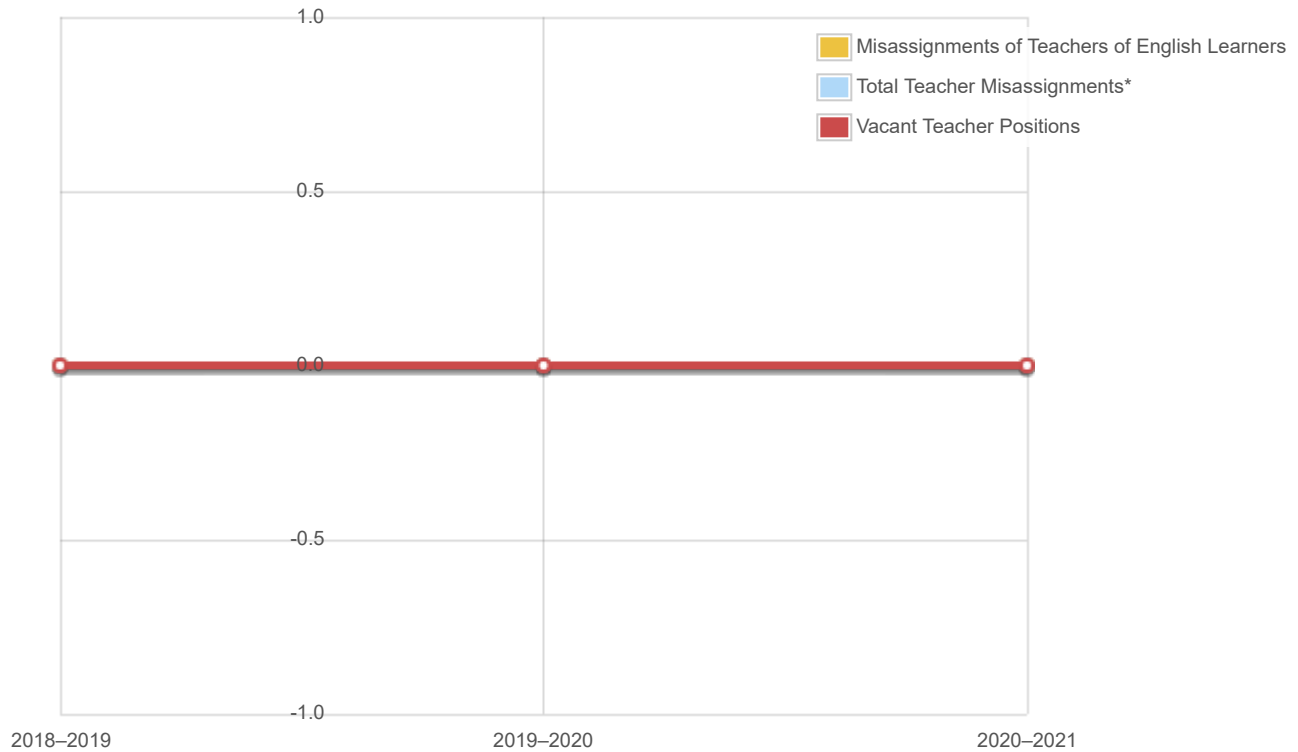
Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	14	14	15	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 12/22/2020

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/22/2020

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)**

Year and month in which the data were collected: June 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders, McGraw Hill	Yes	0.00 %
Mathematics	My Math, McGraw Hill	Yes	0.00 %
Science	Inspire Science, McGraw Hill	Yes	0.00 %
History-Social Science	Networks, McGraw Hill	Yes	0.00 %
Foreign Language			0.00 %
Health	Sparks Health Education (2014) Health Connected: Puberty Talk (2018)	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	Teacher produced materials for arts integration	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

*Last updated: 12/22/2020*

**School Facility Conditions and Planned Improvements**

MSA-7 rents a one-story building from LifeHouse Church. The building was previously used by the church for their own private school. Although the building is old, it meets standard regulations and receives annual Fire Marshal approval. Periodic inspections shall be undertaken as necessary to ensure all safety standards are met.

MSA-7 has one full-time and one part-time custodian who ensure the school is kept clean and sanitary. There is also a part-time maintenace employee who handles minor maintenance items as needed. MSA-7 outsources all larger maintenance/custodial duties and operational functions such as pest control, landscaping and gardening, plumbing, A/C repairs, etc. to vendors who are qualified to perform such functions.

During the summer of 2019, several facility improvement projects were completed to improve the safety and quality of the school site campus. A new ADA compliant staff restroom was built. All student an staff restrooms were remodeled including upgrades to energy efficient toilets and sinks, painting, and new dividers installed. The student playground was completely redone which included removing the sand and installing foam rubber flooring. A new energy efficient roof was also installed earlier in the school year last year in order to prevent rain leaks and help with heating and cooling. Energy efficient motion sensors for the lights were installed in all rooms in the school building.

During the 2019-2020 school year additional improvement projects continued including repairing a shared wall with a neighboring business, installing weather stripping on all doors, installation of new fencing and vinyl siding around the playground area, two additional security gates were installed and repairs were made to the asphalt in the parking lot area.

Future projects that are in the planning stages include repairs and maintance to the playground and installation of shading and replacing the doors with newer, more secure doors.

*Last updated: 12/22/2020*

**School Facility Good Repair Status**

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Repairs and maintenance to existing playground structure and shading installed  New, more secure doors installed

### Overall Facility Rate

Year and month of the most recent FIT report: December 2020

Overall Rating	Good
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*Last updated: 12/22/2020*

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students**  
**Grades Three through Eight and Grade Eleven**  
**Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2018– 2019</b>	<b>School 2019– 2020</b>	<b>District 2018– 2019</b>	<b>District 2019– 2020</b>	<b>State 2018– 2019</b>	<b>State 2019– 2020</b>
English Language Arts / Literacy (grades 3-8 and 11)	45.0%	N/A	45.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	32.0%	N/A	34.0%	N/A	39%	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 12/22/2020*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 12/22/2020*

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 12/22/2020*



**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	36	N/A	23	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

*Last updated: 12/22/2020*

**CAASPP Tests Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 12/22/2020*

**Career Technical Education (CTE) Programs (School Year 2019–2020)**

MSA-7 is a STEAM focused elementary school which provides students with weekly computer courses, engineering and robotics clubs and opportunities to participate in the school-wide and Magnolia Public Schools annual STEAM expos. Computer courses included instruction in Microsoft Office programs, typing skills, Google Classroom, coding and Internet safety.

MSA-7's mission states that we are providing students with a college and career readiness education. All students participate in the annual College and Career Week activities, field trips to local colleges, and guest speakers who are professionals in STEAM focused careers.

*Last updated: 12/22/2020*

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

**California Physical Fitness Test Results (School Year 2019–2020)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

*Last updated: 12/22/2020*

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

**Opportunities for Parental Involvement (School Year 2020–2021)**

MSA-7 is a school of choice which greatly benefits from parent involvement in our students' learning process. All parents have access to their child's Student Information System (SIS) account so they have the ability to track their child's progress throughout the school year and

contact staff as needed via email or phone. All contact information is provided at the start of the year and is available on the school website.

A unique feature of Magnolia Public Schools is the Home Visit program involves teachers and other staff members visiting students and families at their home.

These visits enhance communication beyond what a phone call or an email may do. They are a critical component in maintaining an open line of communication between teachers and families. When the school closures occurred last March due to COVID-19, the Home Visit program came to a halt. Seeing a need for this program to continue, the MPS Board adopted a Virtual Home Visit Policy for the current semester so that teachers and parents can continue to strengthen their relationship and communication during a time when it's most needed.

Before the start of the school year, MSA-7 holds an orientation for both new and returning students. Each teacher has the opportunity to meet their students and families to share the school and classroom expectations. Parents are also able to voice any concerns they have prior to the school year starting as well as have any of their questions answered. Throughout the year, two sets of parent/teacher conferences are held, one in the fall and one in the spring. In addition, conferences can be scheduled at any point by teacher or parent. Back to School Night and Open House are also good opportunities for all stakeholders to see one another and talk. For the 2020-21 school year, all such events and activities have been and will continue to be held virtually until it is deemed safe to return to an in-person setting.

Our school has an active Parent Task Force (PTF) which meets monthly to plan school-wide events and fundraisers. Additionally, monthly Coffee with Administration meetings give parents the opportunity to meet the entire administration team and discuss any school-related items in a smaller setting. MSA-7 also holds regular English Language Advisory Council (ELAC) and School Site Council (SSC) meetings where elected stakeholders meet to discuss and vote on important school matters. Things such as the school LCAP plan, the School Safety Plan, and the School Wellness Plan are shared with members of both committees. Again, all parent committee meetings have been held virtually this school year. In addition to these regular meetings, MSA-7 and MPS have held multiple Town Hall meetings since last Spring to discuss health & safety, Distance Learning, Hybrid Learning, and other important topics having to do with the current state of education and our communities.

Parents are encouraged to become volunteers are MSA-7 and to be active members of our school community. All stakeholders including parents, staff and students are given the opportunity annually to complete a stakeholder survey so the school can better learn how to meet the needs of our community members. In addition to this stakeholder survey, this year we also asked parents, staffs, and students to complete a Mental Health & Wellness survey to allow us to check in and see how our community members are doing during this difficult time and to provide resources as needed.

Due to the current and challenging situation of Distance Learning, parents need more support now than ever. We have developed and implemented a weekly Parent Workshop program led by our own staff members. Topics include, reading, math, and writing strategies, technology use, STEAM at home, special education support, and more. We have also partnered with The Latino Literacy Project to provide a 6-week long workshop series on the importance of literacy.

Our school usually holds about 15 school-wide events for students and families each year. It has been difficult to do so this year due to the closures. In an effort to support our student's SEL, parent engagement, and continue to build school culture, we have been able to hold a few events this year, some virtually and some in person in a drive through format. We have had a Fall Car Parade, Fall Awards Assembly, and a Winter Care Package Distribution day to name a few.

Last updated: 12/22/2020

## State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
School 2017–2018	0.00%	0.00%
School 2018–2019	0.00%	0.00%
District 2017–2018	--	--
District 2018–2019	3.50%	0.10%
District 2018–2019	3.50%	0.10%

State  
2017–2018

### Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
School 2019–2020	0.00%	0.00%
District 2019–2020	--	--
District 2019–2020	--	--

State  
2019–2020

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

## School Safety Plan (School Year 2020–2021)

As part of the development of our School Safety Plan, different groups of stakeholders meet annually to review, revise, and update the plan as needed for the following school year. The Dean of Students works on the plan first under the guidance of the MPS Director of Student Services. It is then shared with the Principal. After their review, the plan is shared with several different committees and members of the community. The timeline of meeting and approval dates is below:

A meeting for public input was held on October 3, 2019 at Magnolia Science Academy-7

Reviewed by Law Enforcement October 3, 2019

Plan Adopted by School Site Council October 21, 2019

Plan approved by Magnolia Public Schools Board November 14, 2019

### Statement of Purpose

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

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

**The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.**

## Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	19.00	26.00	29.00	30.00	24.00	24.00		
Number of Classes * 1-20	2	2	1	1	2	3		
Number of Classes * 21-32								

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).  
 \*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)**

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	24.00	24.00	29.00	30.00	31.00	28.00		
Number of Classes * 1-20	3	2	2	1	1	2		
Number of Classes * 21-32								

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).  
 \*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)**

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	23.00	29.00	27.00	27.00	29.00	30.00		
Number of Classes * 1-20	3	2	2	2	1	1		
Number of Classes * 21-32								

**Number of Classes \*  
33+**

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).  
 \*\* "Other" category is for multi-grade level classes. Last updated: 12/22/2020

**Ratio of Pupils to Academic Counselor (School Year 2019–2020)**

Title	Ratio
Pupils to Academic Counselor*	730.0

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/13/2021

**Student Support Services Staff (School Year 2019–2020)**

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.40
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	1.00
Other	5.00

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 12/22/2020

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13275.58	\$4231.89	\$9043.69	\$69930.00
District	N/A	N/A	--	\$78962.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	\$83052.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.



## Types of Services Funded (Fiscal Year 2019–2020)

MSA-7's charter petition and Local Control and Accountability Plan (LCAP) describe school-wide goals, as well as specific actions to be taken in each of the eight state priority areas, plus any locally identified priority areas, to achieve goals for all students and student groups. The LCAP also includes expenditures required to implement each of the goals and actions, including a description of how additional funds provided for low-income students, English learners and foster youth are used to increase or improve services for these students. Additionally, MSA-7 uses federal funds to supplement state and local funds to provide a coherent education program. The actions and services described in our LCAP include the following:

Goal 1: Basic Services for a High-Quality Learning Environment: Teacher assignments and credentials, instructional materials and technology, clean and safe facilities that support learning, healthy and nutritious meals, and well-orchestrated Home Office support services.

Goal 2: Excellence: Broad course of study and standards-based curriculum, professional development for high quality instruction, MTSS - Academic enrichment, intervention and student support, designated and integrated ELD programs, and support for students with disabilities.

Goal 3: Innovation: College/Career readiness programs and activities, STEAM and GATE programs, digital literacy and citizenship programs, physical education, activity, and fitness, and additional programs and activities that support well-rounded education.

Goal 4: Connection: Seeking family input for decision making, building partnerships with families for student outcomes, MTSS - PBIS and SEL support, annual stakeholder surveys, and community outreach and partnerships.

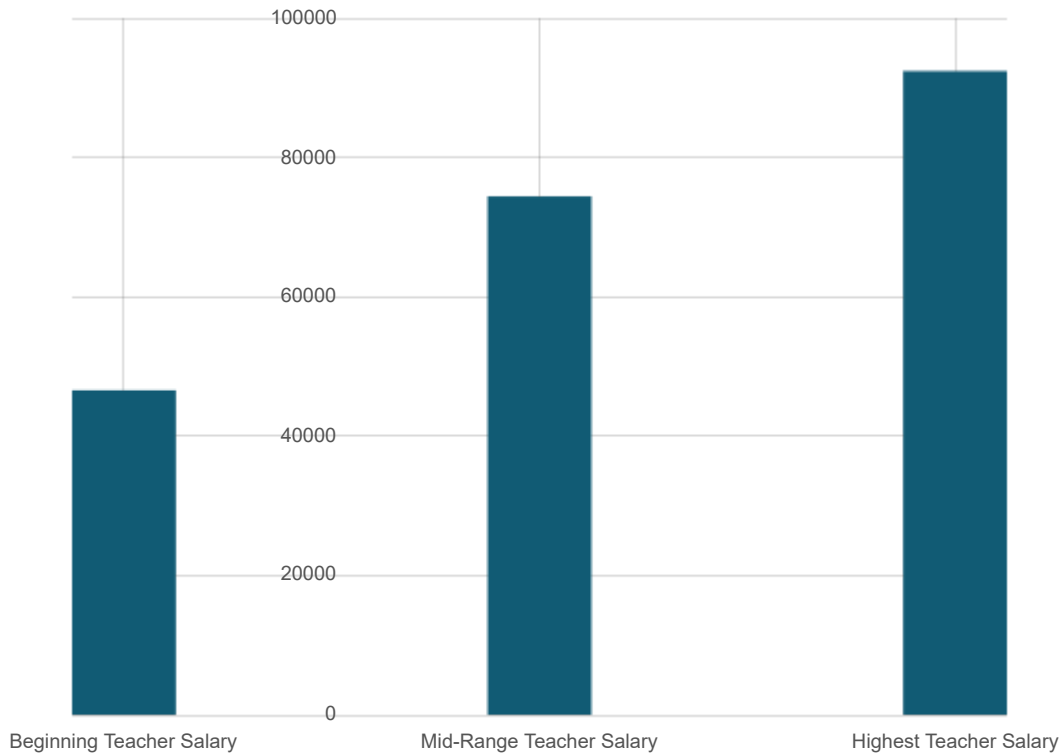
Last updated: 1/8/2021

**Teacher and Administrative Salaries (Fiscal Year 2018–2019)**

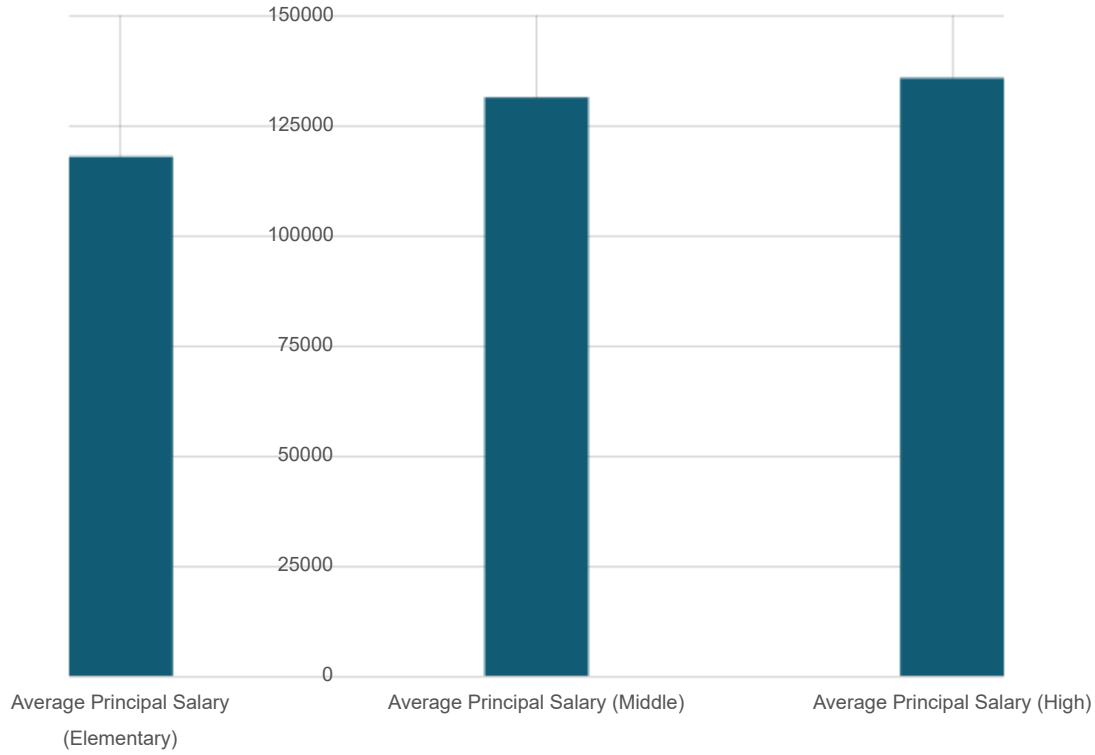
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,587	\$50,029
Mid-Range Teacher Salary	\$74,412	\$77,680
Highest Teacher Salary	\$92,389	\$102,143
Average Principal Salary (Elementary)	\$117,849	\$128,526
Average Principal Salary (Middle)	\$131,307	\$133,574
Average Principal Salary (High)	\$135,702	\$147,006
Superintendent Salary	\$350,000	\$284,736
Percent of Budget for Teacher Salaries	29.00%	33.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

**Teacher Salary Chart**



**Principal Salary Chart**



*Last updated: 12/22/2020*

**Professional Development**

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	37	39	42

**Questions: SARC TEAM | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0406**

**California Department of Education**  
 1430 N Street  
 Sacramento, CA 95814



[SARC Home](#) » Magnolia Science Academy Bell

## 2019–2020 School Accountability Report Card

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# School Accountability Report Card

## Reported Using Data from the 2019–2020 School Year

### California Department of Education



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Jason Hernandez, Principal

- Principal, Magnolia Science Academy Bell

## About Our School

Magnolia Science Academy Bell has proudly been serving the southeast community of Bell and local surrounding cities since 2010. We are proud of our safe learning environment and of the many great opportunities afforded to our students, families, staff, and alumni.

Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society. This has been our vision since the inception and we continue to provide students and families with a top-notch educational program that develops young people with the skills sets that make every graduate college and career ready.

## Principal's Comment

Magnolia Science Academy Bell is an inclusive, STEAM-focused charter school, established and proudly serving the South-East Los Angeles communities, such as Bell, Cudahy, Maywood, and Huntington Park. Our school opened in 2010 as part of the LAUSD Public School Choice initiative.

We provide a model that fully includes all learners into every classroom with an academically rigorous and enriching common core state standards-based curriculum. Our instructional strategy is powered by an online platform that allows us to produce a personalized-learning environment to empower all students to become self-directed learners.

Students build the habits, mindsets, and behaviors that lead to academic and personal success by setting goals for their learning, reflecting on their progress, and developing strong relationships with caring and trusted adults who know them as individuals and can provide rich feedback.

Graduates of MSA Bell develop into scientific

## Contact

Magnolia Science Academy Bell  
6411 Orchard Ave.  
Bell, CA 90201-1023

Phone: 323-826-3925

Email: [jhernandez@magnoliapublicschools.org](mailto:jhernandez@magnoliapublicschools.org)

## About This School

### Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Austin Beutner
<b>Email Address</b>	<a href="mailto:austin.beutner@lausd.net">austin.beutner@lausd.net</a>
<b>Website</b>	<a href="http://www.lausd.net">www.lausd.net</a>

School Contact Information (School Year 2020–2021)	
<b>School Name</b>	Magnolia Science Academy Bell
<b>Street</b>	6411 Orchard Ave.
<b>City, State, Zip</b>	Bell, Ca, 90201-1023
<b>Phone Number</b>	323-826-3925
<b>Principal</b>	Jason Hernandez, Principal
<b>Email Address</b>	<a href="mailto:jhernandez@magnoliapublicschools.org">jhernandez@magnoliapublicschools.org</a>
<b>Website</b>	<a href="https://msa8.magnoliapublicschools.org">https://msa8.magnoliapublicschools.org</a>
<b>County-District-School (CDS) Code</b>	19647330122747

*Last updated: 12/18/2020*

### School Description and Mission Statement (School Year 2020–2021)

#### Mission

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

#### Vision

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

#### Core Values

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

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

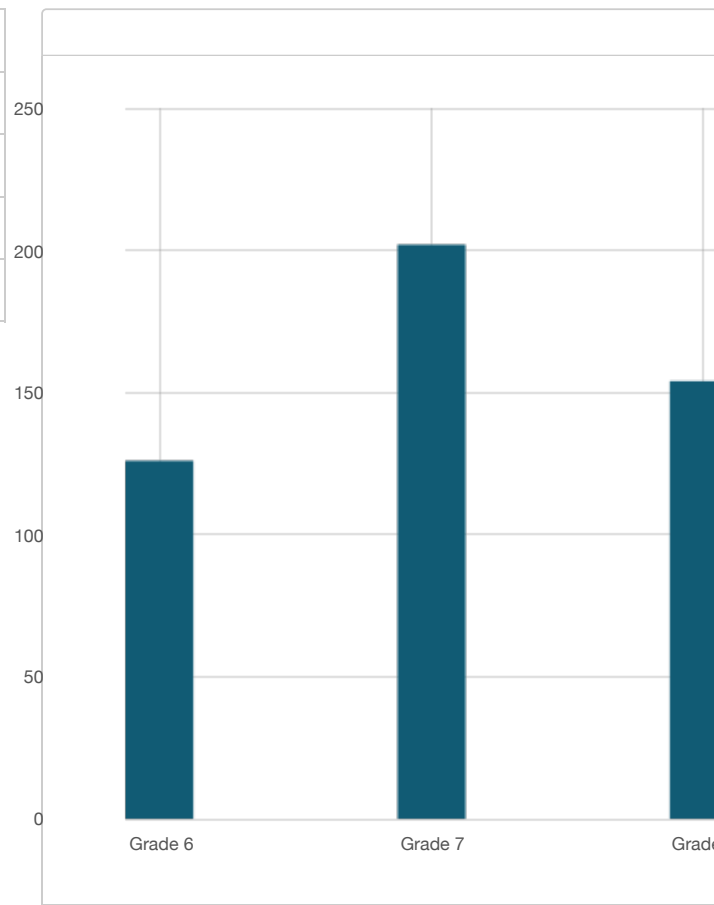
**INNOVATION** - Students will have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interests, and career plans will support students' college and career readiness. This will include student participation in their four-year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

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

Last updated: 12/18/2020

**Student Enrollment by Grade Level (School Year 2019–2020)**

Grade Level	Number of Students
Grade 6	126
Grade 7	202
Grade 8	154
Total Enrollment	482



Last updated: 12/18/2020

**Student Enrollment by Student Group (School Year 2019–2020)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	0.20 %
American Indian or Alaska Native	%
Asian	1.20 %
Filipino	%
Hispanic or Latino	89.60 %
Native Hawaiian or Pacific Islander	%
White	8.50 %
Two or More Races	0.40 %
<b>Student Group (Other)</b>	<b>Percent of Total Enrollment</b>
Socioeconomically Disadvantaged	82.80 %
English Learners	13.30 %
Students with Disabilities	8.50 %
Foster Youth	0.20 %
Homeless	1.90 %

**State Priority: Basic**

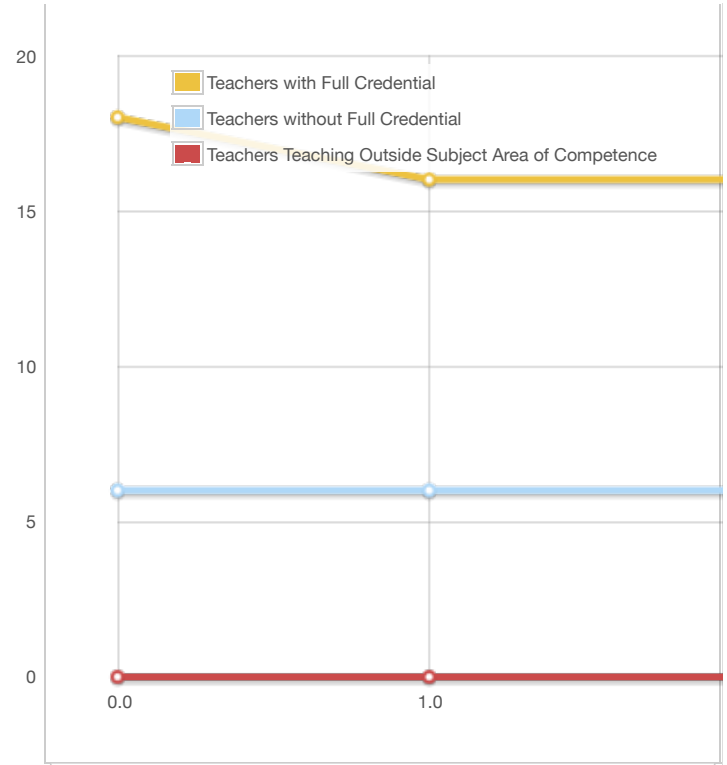
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

**Teacher Credentials**

<b>Teachers</b>	<b>School 2018– 2019</b>	<b>School 2019– 2020</b>	<b>School 2020– 2021</b>	<b>District 2020– 2021</b>
With Full Credential	18	16	16	16
Without Full Credential	6	6	6	6
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

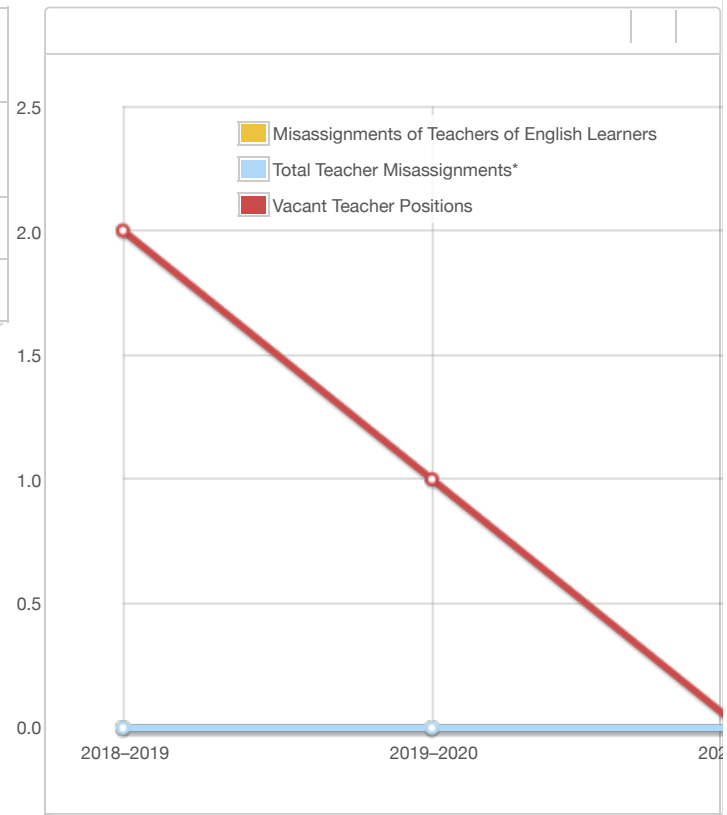




Last updated: 12/18/2020

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2018-2019	2019-2020	2020-2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	2	1	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area,

student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

*Last updated: 1/13/2021*

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: August 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync by McGraw-Hill	Yes	0.00 %
Mathematics	California Math Course 1, 2, 3 McGraw-Hill High School Math-Algebra 1 High School Math-Geometry	Yes	0.00 %
Science	Integrated iScience Course 1 by Glencoe Integrated iScience Course 2 by Glencoe Integrated iScience Course 3 by Glencoe	Yes	0.00 %
History-Social Science	The Ancient World (6th) by TCi The Medieval World and Beyond (7th) by TCi The United States Through Industrialism (8th) by TCi	Yes	0.00 %
Foreign Language	Realidades 1 Pearson Realidades 2 Pearson	Yes	0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

*Last updated: 1/13/2021*

### School Facility Conditions and Planned Improvements

MSA Bell is co-located with two district schools on Orchard Academies in the Southeast Los Angeles area. The facility opened doors in the fall of 2010. Yearly inspections (Williams Inspection) are conducted to ensure the campus is in functional and appropriate conditions.

Last updated: 1/13/2021

## School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: June 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	minor touch-up painting in some hallways required
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: June 2020

Overall Rating	Good
----------------	------

Last updated: 12/18/2020

## State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## CAASPP Test Results in ELA and Mathematics for All Students

**Grades Three through Eight and Grade Eleven**  
**Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2018–2019</b>	<b>School 2019–2020</b>	<b>District 2018–2019</b>	<b>District 2019–2020</b>	<b>State 2018–2019</b>	<b>State 2019–2020</b>
English Language Arts / Literacy (grades 3-8 and 11)	42.0%	N/A	45.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	24.0%	N/A	34.0%	N/A	39%	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 12/18/2020*

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 12/18/2020*

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 12/18/2020*

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	30	N/A	23	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

*Last updated: 12/18/2020*

**CAASPP Tests Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A

Homeless	N/A	N/A	N/A	N/A	N/A
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Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 12/18/2020*

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### California Physical Fitness Test Results (School Year 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

*Last updated: 12/18/2020*

## State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2020–2021)

#### Parental Involvement

##### Parent-Student-Teacher Cooperation

Studies have shown that students whose parents are involved in their education generally have higher grades, better attendance, higher homework submission rates, higher graduation rates, and a better chance of continuing their education after graduation. MSA Bell believes that a cooperative parent-student-teacher triad will narrow the achievement gap between students at-risk and those who succeed by the current standard of assessments. MSA Bell will work with parents to make them aware of the importance of their involvement in their child's education through the combination of the following activities:

- Parent education groups that focus on various aspects of education and provide tools to support family involvement in their child's academic and social endeavors.
- Individualized student and parent advisory sessions: Each of our teachers/mentors will be assigned to a small group of students. They will arrange at least 2 meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing tools to help every child succeed in the learning environment.



- With the transition to distance learning, all meetings have taken place over the phone or through zoom.

### **Student-Teacher Status Portal**

MSA Bell uses Illuminate, an online cloud-based dashboard that is currently being used throughout all of Magnolia Public Schools. The student information system allows families to access information related to their child's performance at school. The use of Illuminate allows families, students, and teachers to communicate more efficiently. Through the portal, teachers have the ability for every class to post course material, homework assignments, projects, course grade statistics, and record students' grades on quizzes, tests, class participation, and homework assignments. Students and parents use confidential passwords to log on.

Since the start of remote learning, MSA Bell conducted a technology and parent portal access survey to determine the need and provide the necessary resources to families. Families were provided with physical instructions that were mailed and phone calls provided walkthroughs to utilize the various applications of communication. Students without technology were provided with Chromebooks and mobile hot spots in order to access their learning and these various platforms at home.

### **Parent Representation**

MPS strongly encourages parents to participate in and share the responsibility for the educational process and educational results of MSA Bell. By having a family representative(s) on the various committee on-site, families are active participants in developing local school policies and leading efforts to engage the support of the community, making recommendations about issues related to the school, and reviewing parental and community concerns. These meetings were held over zoom in order to meet the health and safety guidelines of the state and local government agencies.

Studies show that home visits can increase student performance, encourage parent involvement, reduce disciplinary problems, and increase the overall positive attitude toward school. Teachers are encouraged to make home visits to build a positive partnership and open communication among all stakeholders for the benefit of the child. MPS policy was adopted to allow for these home visits to occur virtually over platforms such as Zoom or Google Hangout.

Families complete a survey each year evaluating the strengths and weaknesses they identify within the program at MSA Bell. The information is used to identify opportunities to best serve the community. This year surveys have been expanded to monitor the health and well-being of all stakeholders.

### **The Parent Committee is as follows:**

School Site Council (SSC)  
 English Learner Advisory Committee (ELAC)  
 Parent Advisory Committee (PAC) and English Learner Parent Advisory Committee (EL PAC) (LCAP through coffee chats, etc.)  
 Parent Task Force (PTF)

*Last updated: 12/18/2020*

## **State Priority: Pupil Engagement**

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

## **State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;

- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
Suspensions	0.00%	7.00%	--	--	3.50%	3.50%
Expulsions	0.00%	0.00%	--	--	0.10%	0.10%

### Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	0.00%	--	--
Expulsions	0.00%	--	--

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

*Last updated: 1/13/2021*

### School Safety Plan (School Year 2020–2021)

MSA Bell is 1 of 3 academies colocated on an LAUSD district site in the Southeast Los Angeles area. All 3 academies collaborate together to create a comprehensive school safety plan that ensures the safety and well-being of every individual on campus.

The following documents were reviewed and approved by the School Site Council on December 1, 2020.

- Orchard Academies Integrated Safe School Plan 2020-21, [https://drive.google.com/file/d/16Z7kikUxDcLqHa2ptr0R23i6c\\_mTTez/view?usp=sharing](https://drive.google.com/file/d/16Z7kikUxDcLqHa2ptr0R23i6c_mTTez/view?usp=sharing)
- MSA Bell School Safety Plan 2020-21, <https://drive.google.com/file/d/1mNmJkq2uLB0Zc9admDDuMrT4u2durlVx/view?usp=sharing>
- Integrated Safe School Plan Quick Reference Guide 2020-21 for MSA Bell, <https://docs.google.com/document/d/1RsvcvghuD9MEhuEplfkqS53Pw5LrllH8s5A2D1oaprl/edit>
- Orchard Academies School Site Management Organization Chart, <https://docs.google.com/document/d/1Fm-9LuiDcwxNPMAXkedDbtbhvZWBf8NgM5dHLtrR7M8/edit?usp=sharing>

Safety meetings are conducted collaboratively throughout the year to review processes and procedures in order to make changes that address stakeholder safety.

*Last updated: 12/18/2020*

**The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.**

#### **Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-20</b>	<b>Number of Classes *</b> <b>21-32</b>	<b>Number of Classes *</b> <b>33+</b>
K				
1				
2				
3				
4				
5				
6	36.00		4	
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

#### **Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-20</b>	<b>Number of Classes *</b> <b>21-32</b>	<b>Number of Classes *</b> <b>33+</b>
K				
1				
2				
3				
4				
5				
6	31.00		4	

Other\*\*

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	35.00		4	
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

*Last updated: 12/18/2020*

### Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	30.00	2	8	3
Mathematics	32.00		11	3
Science	32.00		8	3
Social Science	32.00		8	3

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

	Number of Classes *	Number of Classes *	Number of Classes *
--	---------------------	---------------------	---------------------

Subject	Average Class Size	1-22	23-32	33+
English	29.00	2	8	3
Mathematics	31.00		8	3
Science	30.00	1	7	4
Social Science	31.00		7	4

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	33.00		14	1
Mathematics	33.00		14	1
Science	33.00		14	1
Social Science	33.00		14	1

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 12/18/2020*

### Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	239

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/13/2021*

### Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.00

Psychologist	1.00
Social Worker	1.50
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/13/2021*

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11315.47	\$2454.82	\$8860.66	\$61552.00
District	N/A	N/A	--	\$78962.00
Percent Difference – School Site and District	N/A	N/A	--	-25.00%
State	N/A	N/A	\$7750.12	\$83052.00
Percent Difference – School Site and State	N/A	N/A	13.00%	-30.00%

Note: Cells with N/A values do not require data.

*Last updated: 12/22/2020*

### Types of Services Funded (Fiscal Year 2019–2020)

MSA Bell's charter petition and Local Control and Accountability Plan (LCAP) describe school-wide goals, as well as specific actions to be taken in each of the eight state priority areas, plus any locally identified priority areas, to achieve goals for all students and student groups. The LCAP also includes expenditures required to implement each of the goals and actions, including a description of how additional funds provided for low-income students, English learners, and foster youth are used to increase or improve services for these students. Additionally, MSA Bell uses federal funds to supplement state and local funds to provide a coherent educational program. The actions and services described in our LCAP include the following:

Goal 1: Basic Services for a High-Quality Learning Environment: Teacher assignments and credentials, instructional materials and

technology, clean and safe facilities that support learning, healthy and nutritious meals, and well-orchestrated Home Office support services.

Goal 2: Excellence: Broad course of study and standards-based curriculum, professional development for high-quality instruction, MTSS - Academic enrichment, intervention, and student support, designated and integrated ELD programs, and support for students with disabilities.

Goal 3: Innovation: College/Career readiness programs and activities, STEAM and GATE programs, digital literacy and citizenship programs, physical education, activity, and fitness, and additional programs and activities that support a well-rounded education.

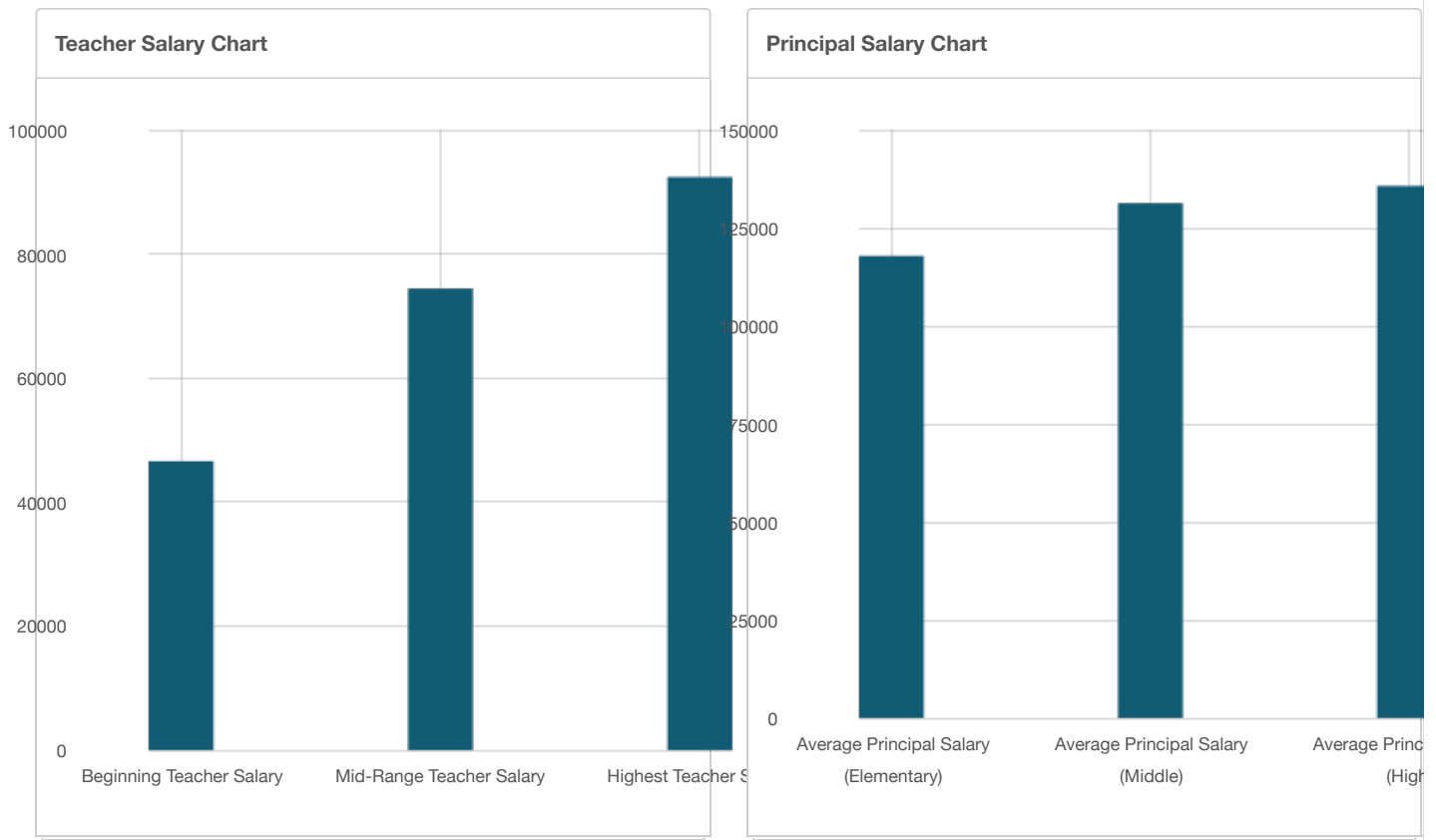
Goal 4: Connection: Seeking family input for decision making, building partnerships with families for student outcomes, MTSS - PBIS and SEL support, annual stakeholder surveys, and community outreach and partnerships. Since the pandemic, a collection of resources for stakeholders has been created and shared to educate families of the various supports and resources available, <https://loom.com/share/folder/de7a11bcc68849eb8c5ce34b23afeaef>

*Last updated: 12/28/2020*

### Teacher and Administrative Salaries (Fiscal Year 2018–2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,587	\$50,029
Mid-Range Teacher Salary	\$74,412	\$77,680
Highest Teacher Salary	\$92,389	\$102,143
Average Principal Salary (Elementary)	\$117,849	\$128,526
Average Principal Salary (Middle)	\$131,307	\$133,574
Average Principal Salary (High)	\$135,702	\$147,006
Superintendent Salary	\$350,000	\$284,736
Percent of Budget for Teacher Salaries	29.00%	33.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 12/18/2020



**Professional Development**

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	40	47	47

Questions: SARC TEAM | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0406

California Department of Education  
1430 N Street  
Sacramento, CA 95814



[SARC Home](#) » Magnolia Science Academy Santa Ana

## 2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

# School Accountability Report Card

## Reported Using Data from the 2019–2020 School Year

### California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Mr. Steven Keskinturk

- Principal, Magnolia Science Academy Santa Ana



## About Our School

Dear Parents, Guardians, and Stakeholders,

Welcome to the SARC Report of Magnolia Science Academy-Santa Ana (MSA-SA). You can follow our school activities 24/7 from our webpage at [www.msasa.magnoliapublicschools.org](http://www.msasa.magnoliapublicschools.org).

Yours sincerely,

Mr. Steven Keskinturk

Principal, Magnolia Science Academy-Santa Ana

## Contact

Magnolia Science Academy Santa Ana

2840 West 1st St.

Santa Ana, CA 92703-4102

Phone: 714-479-0115

Email: [skeskinturk@magnoliapublicschools.org](mailto:skeskinturk@magnoliapublicschools.org)

## About This School

### Contact Information (School Year 2020–2021)

#### District Contact Information (School Year 2020–2021)

**District Name** SBE - Magnolia Science Academy Santa Ana

**Phone Number** (714) 479-0115

**Superintendent** Steven Keskindurk

**Email Address** [skeskinturk@magnoliapublicschools.org](mailto:skeskinturk@magnoliapublicschools.org)

**Website** [www.msasa.magnoliapublicschools.org](http://www.msasa.magnoliapublicschools.org)

#### School Contact Information (School Year 2020–2021)

**School Name** Magnolia Science Academy Santa Ana

**Street** 2840 West 1st St.

**City, State, Zip** Santa Ana, Ca, 92703-4102

**Phone Number** 714-479-0115

**Principal** Mr. Steven Keskindurk

**Email Address** [skeskinturk@magnoliapublicschools.org](mailto:skeskinturk@magnoliapublicschools.org)

**Website** [www.msasa.magnoliapublicschools.org](http://www.msasa.magnoliapublicschools.org)

**County-District-School  
(CDS) Code** 30768930130765

## School Description and Mission Statement (School Year 2020–2021)

Magnolia Science Academy -Santa Ana (MSA-SA) is one of the Magnolia Public Schools founded as a public charter school in Fall 2009.

MSA-SA currently serves over 540 students grades TK through 12. Enrollment is on a first-come, first-serve basis when a public lottery is not required.

MSA-SA is a classroom-based charter school serving grades T K–12 with a curriculum emphasis on science, technology, engineering, arts, and math. The school primarily serves students and parents of the Orange County area.

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of our schools' information. Most data presented in this report are reported for the 2019–20 school year. School finances and school completion data are reported for the 2019–20 school year. Contact information, facilities, curriculum, instructional materials, and select teacher data are reported for the 2019–20 school year.

For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

Magnolia Science Academy Santa Ana  
Address: 2840 West 1st St., Santa Ana, CA 92703-4102

Phone: (714) 479-0115  
Email: [skeskinturk@magnoliapublicschools.org](mailto:skeskinturk@magnoliapublicschools.org)

### Our History

Magnolia Science Academy – Santa Ana (MSA-SA) opened its doors to serve Orange County's community in the Fall of 2009 for grades T K through 12th grade. In 2016, the school site moved to its current building. The school provides an academically, rigorous standards-based curriculum.

### Our Mission

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

### Our Vision

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

### INNOVATION

Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interests, and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

### CONNECTION

School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders.

Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

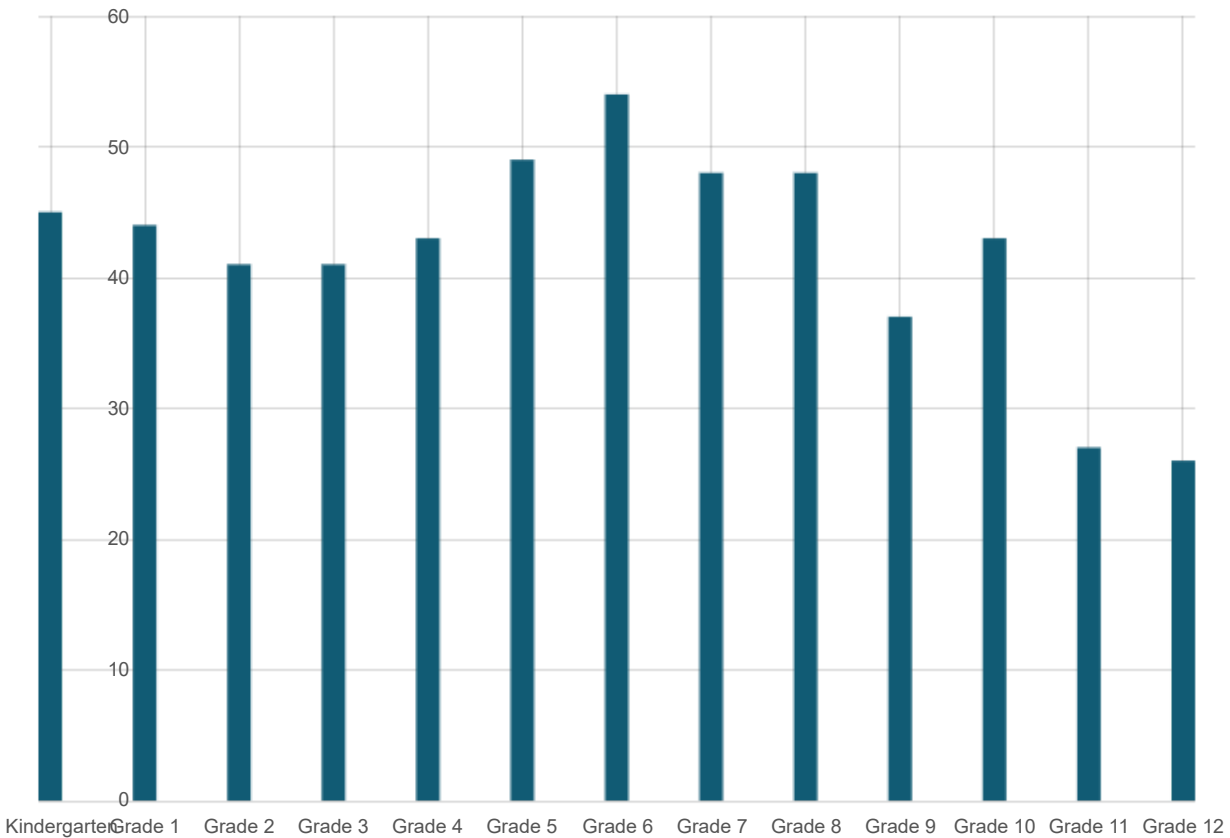
**EXCELLENCE**

Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse, and argumentative writing.

*Last updated: 1/13/2021*

**Student Enrollment by Grade Level (School Year 2019–2020)**

Grade Level	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
Number of Students	45	44	41	41	43	49	54	48	48	37



*Last updated: 1/13/2021*

**Student Enrollment by Student Group (School Year 2019–2020)**

<b>Student Group</b>	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latin
<b>Percent of Total Enrollment</b>	0.90 %	%	1.80 %	0.40 %	90.80 %
◀ [Progress Bar] ▶					
<b>Student Group (Other)</b>	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	H
<b>Percent of Total Enrollment</b>	84.20 %	29.90 %	11.70 %	%	
◀ [Progress Bar] ▶					

**State Priority: Basic**

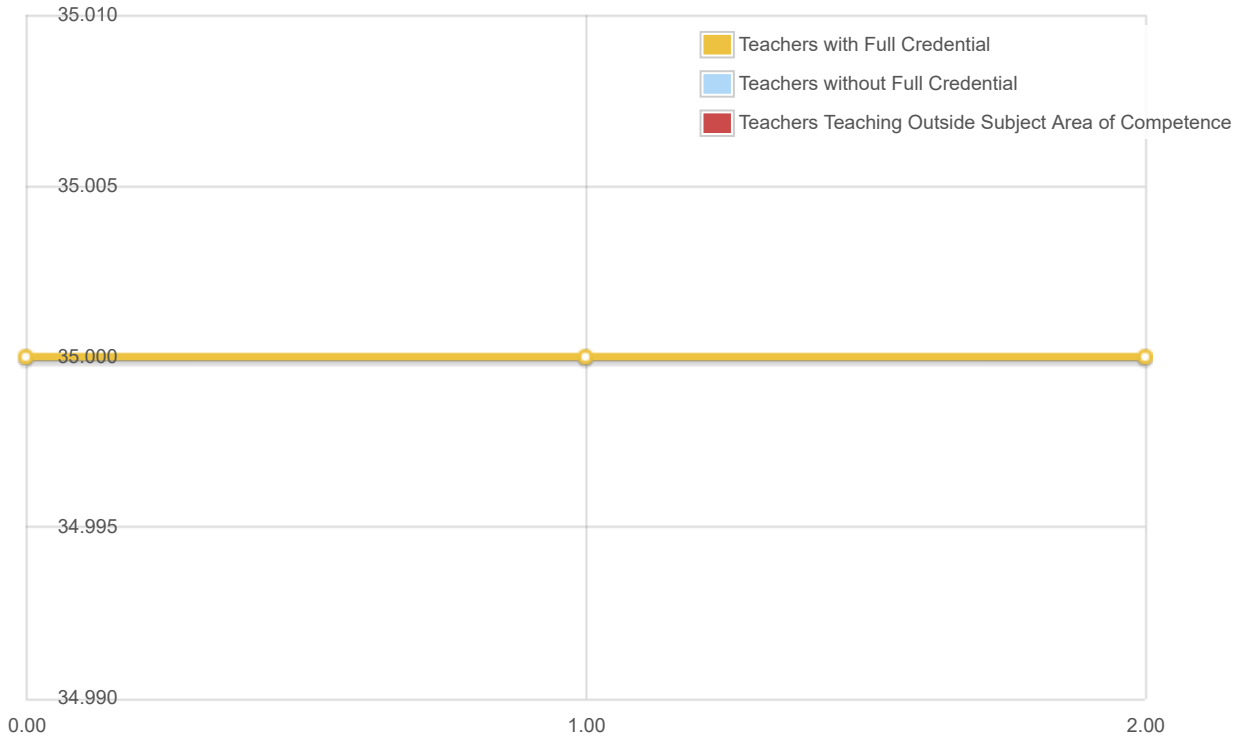
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

**Teacher Credentials**

	<b>School 2018– 2019</b>	<b>School 2019– 2020</b>	<b>School 2020– 2021</b>	<b>District 2020– 2021</b>
<b>Teachers</b>				
With Full Credential	35	35	35	
Without Full Credential				
Teachers Teaching Outside Subject Area of Competence (with full credential)				

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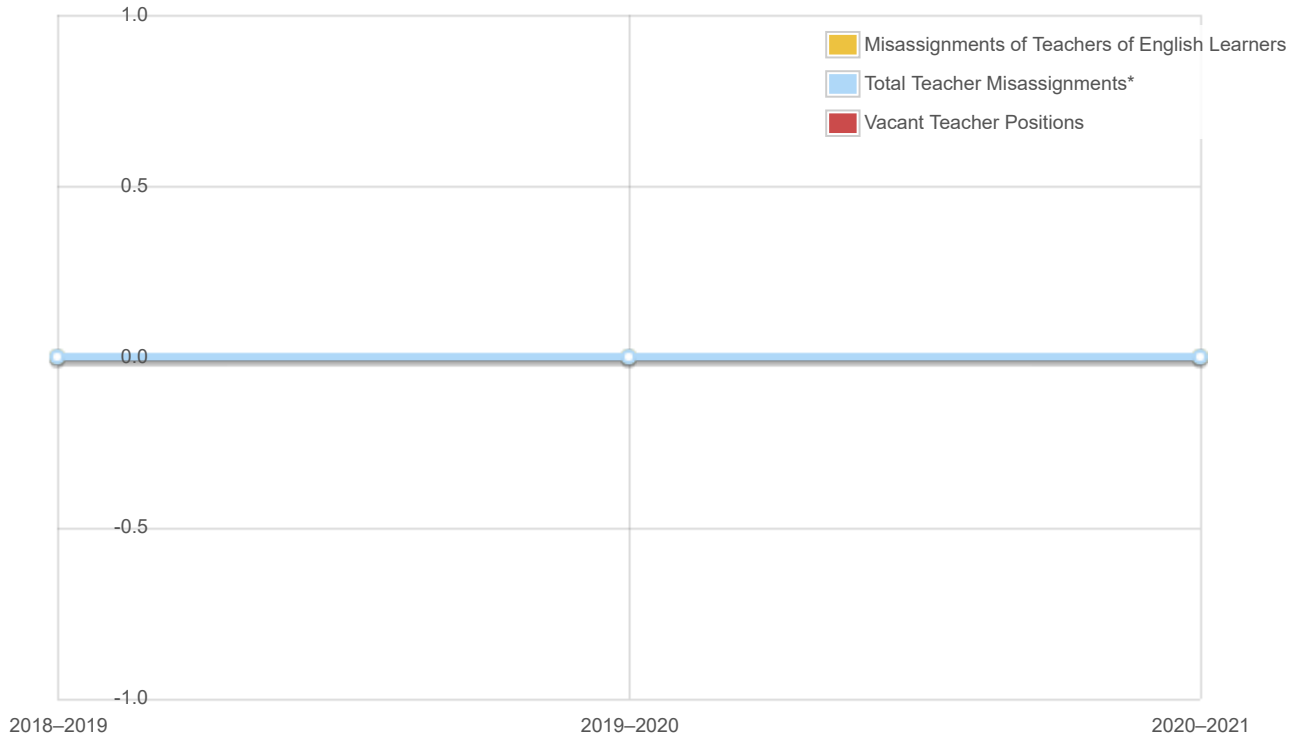


Last updated: 1/13/2021

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions			





Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/13/2021

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)**

Year and month in which the data were collected:

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			0.00 %
Mathematics			0.00 %
Science			0.00 %
History-Social Science			0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

*Last updated: 1/13/2021*

### School Facility Conditions and Planned Improvements

MSA-SA is located on a facility that is a school complex that has a two-floor main building and a gymnasium. Maintenance and janitorial services are handled by MSA-SA.

*Last updated: 1/13/2021*

### School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: November 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

### Overall Facility Rate

Year and month of the most recent FIT report: November 2020

Overall Rating

Good

*Last updated: 1/13/2021*

## State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School	School	District	District	State	State
	2018– 2019	2019– 2020	2018– 2019	2019– 2020	2018– 2019	2019– 2020
English Language Arts / Literacy (grades 3-8 and 11)	34.0%	N/A	34.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	29.0%	N/A	29.0%	N/A	39%	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/13/2021*

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/13/2021*

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/13/2021*

**CAASPP Test Results in Science for All Students  
 Grades Five, Eight and High School  
 Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	17	N/A	17	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

*Last updated: 1/13/2021*

**CAASPP Tests Results in Science by Student Group  
 Grades Five, Eight and High School (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/13/2021*

**Career Technical Education (CTE) Participation (School Year 2019–2020)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 1/13/2021*

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	87.88%

**State Priority: Other Pupil Outcomes**

*Last updated: 1/13/2021*

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

**California Physical Fitness Test Results (School Year 2019–2020)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
-------------	--	--	---

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

*Last updated: 1/13/2021*

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

**Opportunities for Parental Involvement (School Year 2020–2021)**

MSA-SA is a school of choice that significantly benefits from parent involvement in our students' learning process. Our school's website provides a login for parents to track their child's progress at school. Each staff member has been issued an email address and phone number, and parents can easily access their contact information. The teachers and administration at MSA-SA are very responsive to parents' emails and phone messages.

Additionally, teachers do home visits, enhancing communication beyond what a phone call or an email can do. These home visits are critical components in maintaining an open line of communication between teachers and home life. Every six weeks, parents are mailed home a hard copy of their child's progress report.

Parents are also able to voice any concerns and questions. Throughout the entire year, parents have the opportunity to stop by any teachers' classroom during an assigned time to discuss a student's progress. This is particularly necessary because parents know that a teacher can be reached. MSA-2 also holds an orientation for new and returning students, Parent-Teacher Conferences, and Back to School Night. Each teacher has the opportunity to interview their students and families to convey the school and classroom expectations.



Our parents may be involved in many aspects of school planning as well. Magnolia Science Academy-Santa Ana has a Parent Task Force that meets monthly. MSASA also has a school site council, a school improvement team that supports the school administration for academic, extracurricular activities as well as grant opportunities. Parents are also invited to participate in the English Learner Advisory Committee (ELAC) meetings held four times a year. Parents are also invited to the Magnolia Public Schools' Board Meetings. Parents can also meet with our admin team every Friday for a "Coffee with the Principal."

Last updated: 1/13/2021

### State Priority: Pupil Engagement

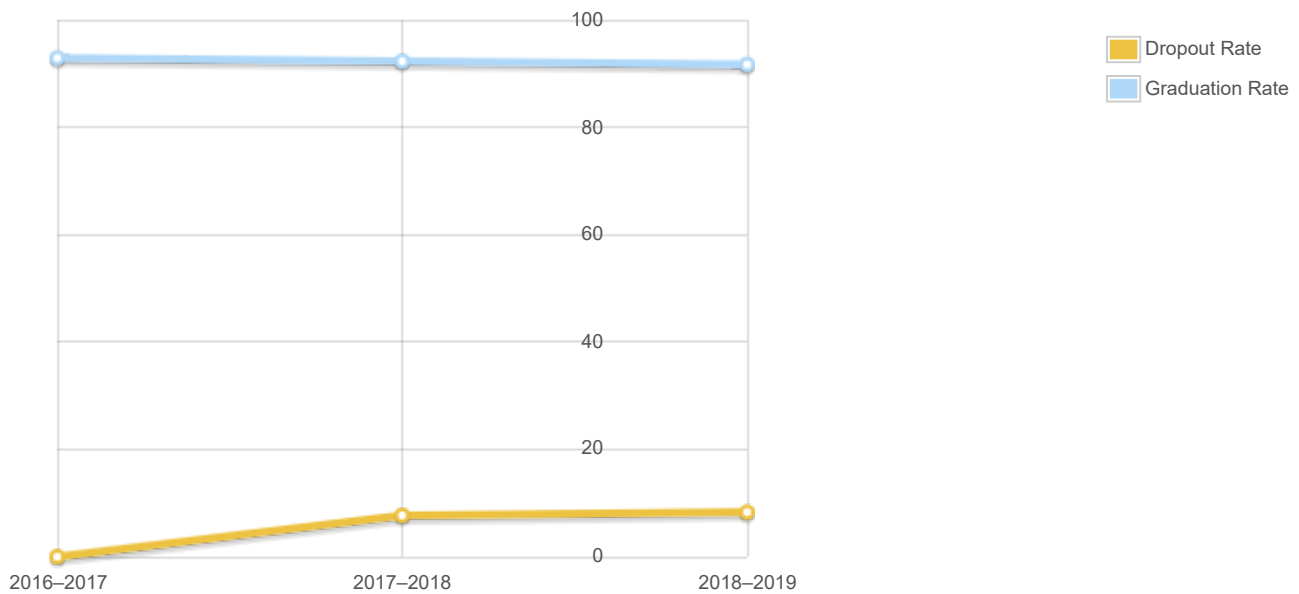
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	0.00%	7.70%	8.30%	0.00%	7.70%	8.30%	9.10%	9.60%	9.00%
Graduation Rate	92.90%	92.30%	91.70%	92.90%	92.30%	91.70%	82.70%	83.00%	84.50%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/13/2021

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
<b>School 2017–2018</b>	2.20%	0.00%
<b>School 2018–2019</b>	2.50%	0.00%
<b>District 2017–2018</b>	2.20%	0.00%
<b>District 2018–2019</b>	2.50%	0.00%
<b>District 2017–2018</b>	3.50%	0.10%
<b>District 2018–2019</b>	3.50%	0.10%

### State 2017–2018

#### Suspensions and Expulsions for School Year 2019–2020 Only

### State 2019–2020

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
<b>School 2019–2020</b>	0.00%	0.00%
<b>District 2019–2020</b>	--	--

### State 2019–2020

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

*Last updated: 1/13/2021*

## School Safety Plan (School Year 2020–2021)

Our campus is a very safe and welcoming school for our students, parents, and staff. We build our school culture by establishing and following up on our standards and expectations.

Magnolia Science Academy-Santa Ana's comprehensive Safety Plan helps ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect

students' and staff's safety and provide emergency preparedness and guidelines. This plan addresses the following objectives:

Protect the safety and welfare of students

Provide a safe and coordinated response to emergencies

Protect the school's facilities and property

In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.

Provide coordination between the school and local emergency services when necessary

The plan encompasses a broad range of potential safety issues and major emergencies. Such incidents may include earthquakes, hazardous materials, widespread power outages, and similar events affecting normal school operations. The safety plan is reviewed and discussed with Magnolia Science Academy-2's staff in August during teacher in-service and once a month during staff meetings. Also, emergency drills are performed and discussed with students once a month to ensure students, teachers, and staff can perform their duties in case of an emergency.

Our Student-Parent Handbook is also setting clear academic and behavior expectations. Teachers meet with their SSR (Advisory) students to go over the student handbook that explains their standards and expectations, including rules and procedures. Our reward and discipline system and clear school and classroom rules provide a consistent and nurturing environment. Our staff also provides adequate supervision during transitions and breaks.

*Last updated: 1/13/2021*

**The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.**

**Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)**

Grade Level	K	1	2	3	4	5	6	Other**
<b>Average Class Size</b>	23.00	24.00	30.00	26.00	32.00	32.00	24.00	28.00
<b>Number of Classes * 1-20</b>	1	1	3	3	3	3	3	1
<b>Number of Classes * 21-32</b>		2	1	1			2	3

**Number of Classes \*  
33+**

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)**

Grade Level	K	1	2	3	4	5	6	Other**
<b>Average Class Size</b>	20.00	20.00	28.00	25.00	30.00	32.00	23.00	
<b>Number of Classes * 1-20</b>	1	2						
<b>Number of Classes * 21-32</b>	2	1	2	2	2	2	3	

**Number of Classes \*  
33+** \* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)**

Grade Level	K	1	2	3	4	5	6	Other**
<b>Average Class Size</b>	23.00	22.00	21.00	21.00	22.00	25.00	27.00	
<b>Number of Classes * 1-20</b>			1	1	1			
<b>Number of Classes * 21-32</b>	2	2	1	1	1	2	2	

**Number of Classes \*  
33+**

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

*Last updated: 1/13/2021*

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)**

Subject	English	Mathematics	Science	Social Science
<b>Average Class Size</b>	19.00	20.00	24.00	22.00
<b>Number of Classes * 1-22</b>	11	10	5	4
<b>Number of Classes * 23-32</b>	7	7	5	7

**Number of Classes \*  
33+** \* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)**

Subject	English	Mathematics	Science	Social Science
<b>Average Class Size</b>	17.00	20.00	22.00	20.00
<b>Number of Classes * 1-22</b>	13	7	4	6
<b>Number of Classes * 23-32</b>	6	8	8	5
	1			

**Number of Classes \*  
33+**

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)**

Subject	English	Mathematics	Science	Social Science
<b>Average Class Size</b>	18.00	14.00	21.00	17.00
<b>Number of Classes * 1-22</b>	11	17	5	9
<b>Number of Classes * 23-32</b>	4	1	4	3

**Number of Classes \*  
33+**

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 1/13/2021*

**Ratio of Pupils to Academic Counselor (School Year 2019–2020)**

Title	Ratio
Pupils to Academic Counselor*	109.00

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/13/2021*

**Student Support Services Staff (School Year 2019–2020)**

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.00

**Number of FTE\* Assigned to School**

Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	4.00
Other	3.00

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/13/2021*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)**

Total Expenditures Per Pupil  
 \$ 11,558

Expenditures Per Pupil (Supplemental / Restricted)  
 \$ 1,939

Expenditures Per Pupil (Basic / Unrestricted)  
 \$ 9,619

Average Teacher Salary  
 \$53,830

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10283.00	\$1958.62	\$8324.38	\$61464.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	--

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

*Last updated: 1/13/2021*

**Types of Services Funded (Fiscal Year 2019–2020)**

MSA-SA’s charter petition and Local Control and Accountability Plan (LCAP) describe school-wide goals, as well as specific actions to be taken in each of the eight state priority areas, plus any locally identified priority areas, to achieve goals for all students and student groups. The LCAP also includes expenditures required to implement each of the goals and actions, including a description of how additional funds provided for low-income students, English learners, and foster youth are used to increase or improve services for these students. Additionally, MSA-SA uses federal funds to supplement state and local funds to provide a coherent educational program. The actions and services described in our LCAP include the following:

Goal 1: Basic Services for a High-Quality Learning Environment: Teacher assignments and credentials, instructional materials and technology, clean and safe facilities that support learning, healthy and nutritious meals, and well-orchestrated Home Office support services.

Goal 2: Excellence: Broad course of study and standards-based curriculum, professional development for high-quality instruction, MTSS - Academic enrichment, intervention, and student support, designated and integrated ELD programs, and support for students with disabilities.

Goal 3: Innovation: College/Career readiness programs and activities, STEAM and GATE programs, digital literacy and citizenship programs, physical education, activity, and fitness, and additional programs and activities that support a well-rounded education.

Goal 4: Connection: Seeking family input for decision making, building partnerships with families for student outcomes, MTSS - PBIS and SEL support, annual stakeholder surveys, and community outreach and partnerships.

*Last updated: 1/13/2021*

**Teacher and Administrative Salaries (Fiscal Year 2018–2019)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

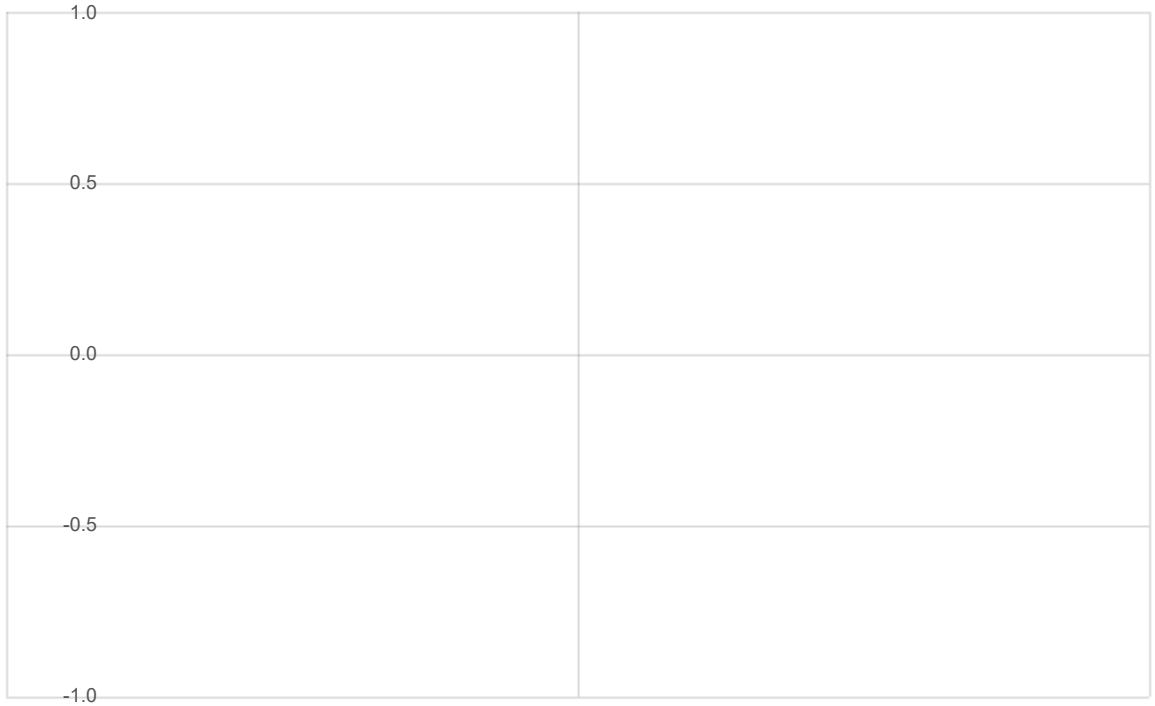
For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/> .

**Teacher Salary Chart**





### Principal Salary Chart



Average Principal Salary (Elementary)

Average Principal Salary (Middle)

Average Principal Salary (High)

*Last updated: 1/13/2021*

**Advanced Placement (AP) Courses (School Year 2019–2020)****Percent of Students in AP Courses** 39.90%

Subject	Number of AP Courses Offered*
Computer Science	0
English	2
Fine and Performing Arts	3
Foreign Language	1
Mathematics	1
Science	0
Social Science	3
Total AP Courses Offered*	10

\*Where there are student course enrollments of at least one student.

*Last updated: 1/13/2021***Professional Development**

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	47	47	47

**Questions: SARC TEAM | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0406**

**California Department of Education**  
 1430 N Street  
 Sacramento, CA 95814



[SARC Home](#) » Magnolia Science Academy San Diego

## 2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

# School Accountability Report Card

## Reported Using Data from the 2019–2020 School Year

### California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### About This School

#### Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
<b>District Name</b>	San Diego Unified
<b>Phone Number</b>	(619) 725-8000

<b>Superintendent</b>	Cindy Marten
<b>Email Address</b>	<a href="mailto:cmarten@sandi.net">cmarten@sandi.net</a>
<b>Website</b>	<a href="https://www.sandiegounified.org/">https://www.sandiegounified.org/</a>

School Contact Information (School Year 2020–2021)	
<b>School Name</b>	Magnolia Science Academy San Diego
<b>Street</b>	6525 Estrella Ave.
<b>City, State, Zip</b>	San Diego, Ca, 92120-2707
<b>Phone Number</b>	619-644-1300
<b>Principal</b>	Gokhan Serce, Principal
<b>Email Address</b>	<a href="mailto:gserce@magnoliapublicschools.org">gserce@magnoliapublicschools.org</a>
<b>Website</b>	<a href="http://msasd.magnoliapublicschools.org">http://msasd.magnoliapublicschools.org</a>
<b>County-District-School (CDS) Code</b>	37683380109157

*Last updated: 1/13/2021*

**School Description and Mission Statement (School Year 2020–2021)**

Magnolia Science Academy San Diego (MSA-San Diego) is an independent public charter school located in the Allied Gardens community. MSA-San Diego serves around 450 students in grades 6–8, with classes that average 30 or fewer students. The school was founded in the fall of 2005 by a group of scientists and engineers devoted to math, science, and technology education. As of the 2017-18 School year, MSA-San Diego is serving the San Diego community at its brand new permanent campus in Allied Gardens. on Tuesday December 3rd 2019 SDUSD approved MSA-San Diego’s charter unanimously for 5 more school years.

Magnolia’s mission is to provide a high-quality college preparatory educational program emphasizing science, technology, engineering, arts, and math (STEAM) in a safe environment that cultivates respect for self and others. MSA-San Diego provides a challenging academic curriculum, a highly qualified staff, and a variety of learning opportunities such as enrichment classes, athletics programs, free tutoring, after-school clubs, character education classes, field trips, community meetings, and much more. Based on California School Dashboard progress in academics ,MSA-San Diego is the highest performing charter middle school in San Diego County.

Computer integration is a unique component of MSA-San Diego’s curriculum. Until the 2013–14 school year, students have had daily computer classes in which they learned computer skills and applied these skills to their academic studies under the direction of their core class teachers. Starting the 2013–14 school year, MSA-San Diego transitioned to a 1:1 program with computers in every classroom. Since the 2013-14 School year MSA-San Diego Robotics, Future City (Engineering) and Archery teams and School Band won first place at multiple state and local competitions. MSA-San Diego is a member of the Magnolia Public Schools family and collaborates with sister schools and other educational organizations to offer the best quality education to the students through Innovation, Connection, and Excellence.

Implementing a blended learning program and having 1-1 chromebooks helped us transition to distance learning seamlessly during Covid-19 Pandemic.

**INNOVATION**

Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science and arts to promote imagination, creativity, and invention

**CONNECTION**

School communities are integrated partnerships among the school site staff, families, students and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

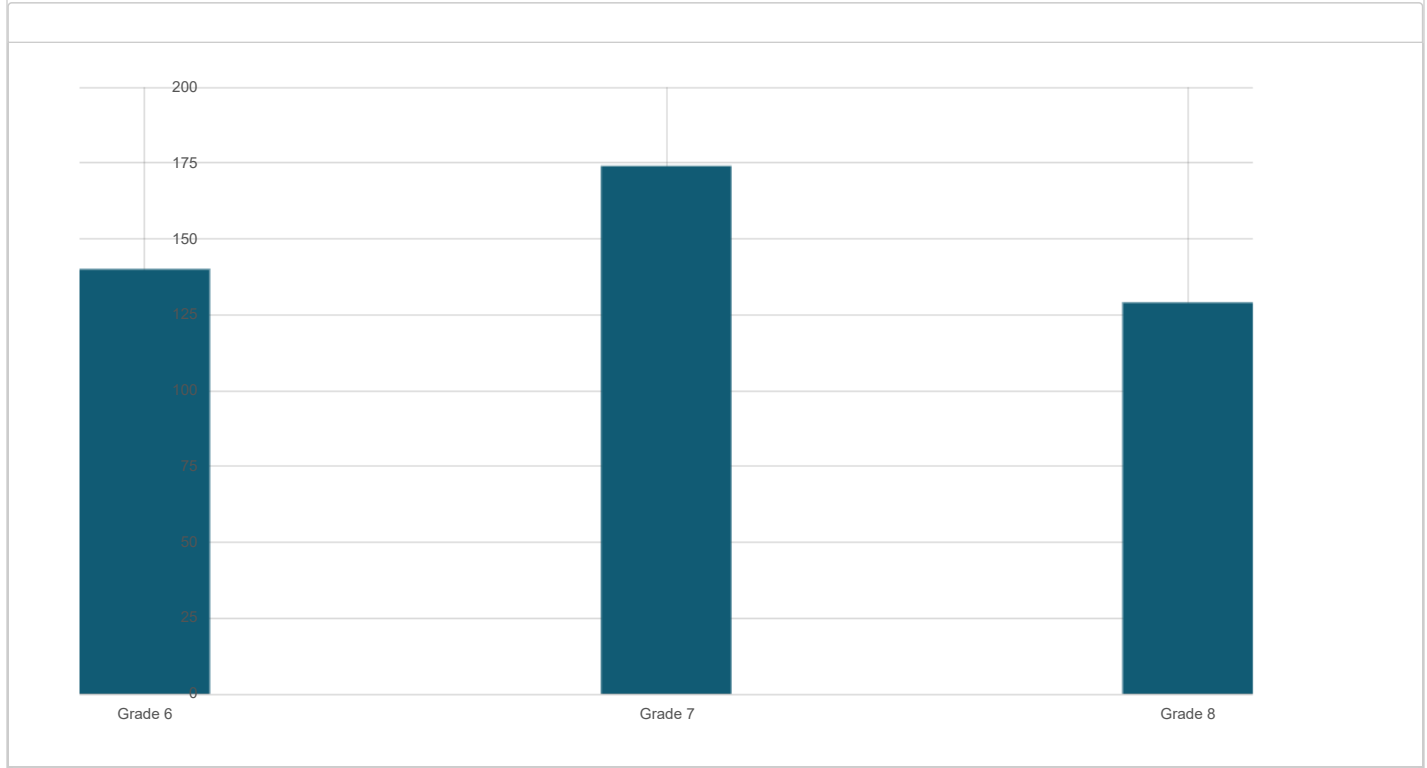
**EXCELLENCE**

Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

*Last updated: 1/14/2021*

**Student Enrollment by Grade Level (School Year 2019–2020)**

Grade Level	Grade 6	Grade 7	Grade 8	Total Enrollment
<b>Number of Students</b>	140	174	129	443



*Last updated: 1/13/2021*

**Student Enrollment by Student Group (School Year 2019–2020)**

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander
<b>Percent of Total Enrollment</b>	6.80 %	0.50 %	6.80 %	2.30 %	36.10 %	0.20 %

Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	Homeless
Percent of Total Enrollment	34.10 %	6.10 %	15.10 %	%	1.10 %

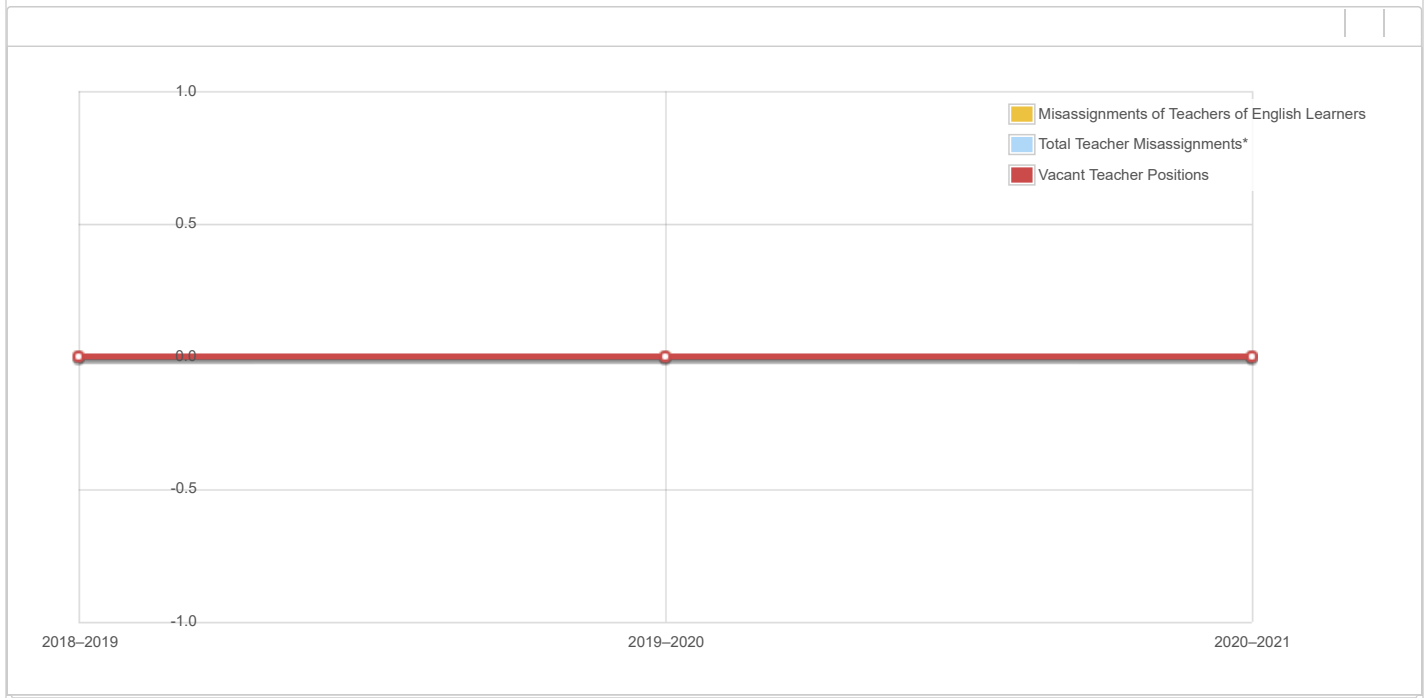
**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/13/2021

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)**

Year and month in which the data were collected: August 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync, McGraw-Hill School Education	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	California Math, Courses 1, McGraw-Hill California Math, Courses 2, McGraw-Hill California Math, Courses 3, McGraw-Hill California Math, Courses 1–3, McGraw-Hill Glencoe Math Accelerated, McGraw-Hill Integrated Math I ,McGraw-Hill	Yes	0.00 %
Science	Science 6th - Integrated iScience, McGraw-Hill Science 7th - Integrated iScience, McGraw-Hill Science 8th - Integrated iScience, McGraw-Hill	Yes	0.00 %
History-Social Science	Glencoe Discovering Our Past, Glencoe/McGraw-Hill	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/14/2021

**School Facility Conditions and Planned Improvements**

MSASD is located on a 26,000-square-foot private facility on a 3.3 acre land with office space, staff lounges, an auditorium, after-school areas, 15 classrooms, Library and a physical education field. The campus is maintained by school maintenance staff. Classrooms are spacious and include 1-1 Chromebooks, projectors, document cameras and sound system. We also have a dedicated computer lab and an art classroom. The physical education field includes basketball courts and an artificial turf field.

Last updated: 1/14/2021

**School Facility Good Repair Status**

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: August 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Due to covid-19 all HVAC filters were replaced with Merv-13 filters.
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

**Overall Facility Rate**

Year and month of the most recent FIT report: August 2020

Overall Rating	Exemplary
----------------	-----------

*Last updated: 1/14/2021*

**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students  
 Grades Three through Eight and Grade Eleven  
 Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	69%	N/A	53%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	61%	N/A	43%	N/A	39%	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/14/2021*



**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/14/2021*

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/14/2021*

**CAASPP Test Results in Science for All Students  
 Grades Five, Eight and High School  
 Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	55.74	N/A	34	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

*Last updated: 1/14/2021*

**CAASPP Tests Results in Science by Student Group  
 Grades Five, Eight and High School (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/14/2021*

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

**California Physical Fitness Test Results (School Year 2019–2020)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
-------------	--	--	---

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/14/2021

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

**Opportunities for Parental Involvement (School Year 2020–2021)**

Parents and other relatives are encouraged to become involved in the formal education of their children. Educational research validates that support at home is critical to a child’s academic success. There are many opportunities to be involved at their children’s school site, including governance committees, special events, fundraising events, parent organizations, and in classrooms. Parents are encouraged to support their children at home by making their expectations about school clear and creating a positive learning environment at home. To provide more support and connection every year our teachers visit at least 15% of our students’ homes through our home visit program. Due to Covid-19 school closures and Distance Learning practice most of the parent involvement opportunities still took place via online platforms like Zoom.

Parent participation is an integral part of Magnolia Science Academy’s program. MSA-San Diego has a Parent Task Force, various committees, and fundraiser opportunities for parents to share their support and ideas. Parents are also invited to help teachers directly. The Parent Task Force posts its activities and updates on the school’s website. In addition, MSA-San Diego’s School Site Council represents all stakeholders, including parent and community members, who provide input on school events and actions such as graduation, LCAP, Wellness Policy, Comprehensive School Safety Plan.

During Distance learning , in addition to the regular committee meetings Principal Serce held weekly virtual Coffee with Principal meetings for all stakeholders and also invited many guest speakers to provide parent/student workshops during this weekly meetings.

MSA-San Diego publishes a weekly newsletter (Magnolia Times) and maintains the school’s website to communicate school-wide announcements, events, and important updates. Families are included in community events such as University Showcase, Multicultural Food Fair, Olympic Field Day, San Diego STEAM Expo, Holiday Expo, San Diego Maker Faire, San Diego Festival of Science and Engineering, talent show, and others. Most of the community events took place virtually due to Covid-19.

The school also has an online student information system that allows parents and students to access assignments, grades, and behavior updates. In addition, MSA-San Diego hosts two student led conferences every year where students set goals and share their progress with their family and teachers.

Last updated: 1/14/2021

**State Priority: Pupil Engagement**

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

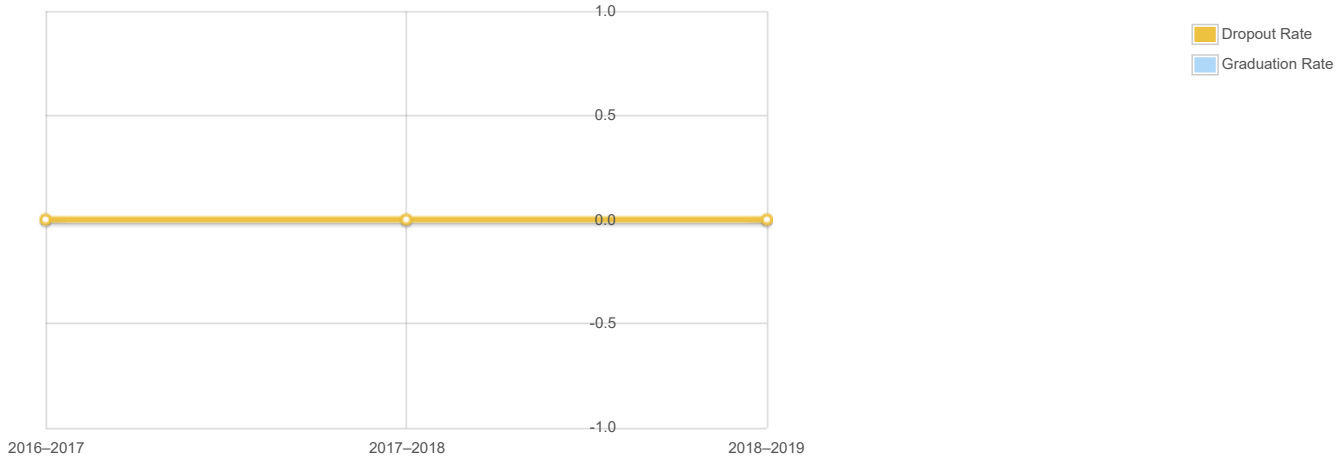
- High school dropout rates; and
- High school graduation rates

**Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	0.00%	0.00%	0.00%	3.70%	4.10%	4.10%	9.10%	9.60%	9.00%

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Graduation Rate	--	--	--	82.00%	83.10%	84.70%	82.70%	83.00%	84.50%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/14/2021

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
School 2017–2018	2.60%	0.00%
School 2018–2019	1.80%	0.00%
District 2017–2018	--	--
District 2018–2019	3.50%	0.10%

State 2017–2018

### Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
School 2019–2020	2.00%	0.20%
District 2019–2020	--	--

State 2019–2020

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/14/2021

**School Safety Plan (School Year 2020–2021)**

Campus safety is our top priority at MSA-San Diego. Principal, administrators, teachers, support staff, and community organizations work together to prevent, prepare, and respond to emergency situations. To ensure safety and security, our school has a comprehensive school safety plan that is updated annually and posted on the school’s website. School staff members participate in regular emergency-preparedness drills and response training. Substance abuse prevention programs are presented to students regularly. Policies and procedures are in place to address safe entry and exit of students, serious disciplinary problems discrimination, harassment, and bullying, mandated child abuse reporting procedures, and school dress codes.

Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during passing time between classes. Under the direction of the principal or site administrator, school staff members implement specific school-building security procedures. In addition, Magnolia Public Schools home office support schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing safety training and assistance.

Due to Covid-19 pandemic Msa-San Diego hired a school nurse and also trained all onsite staff to assure a safe school environment for all stake holders. MSA-San Diego created a Daily Operations plan based on the state and county health department guidance to provide a clear guidance for a safe school environment.

At Magnolia, the safety of the students is crucial.

Magnolia provides continuous supervision supported by corrective discipline. The MSA-San Diego student handbook details disciplinary actions, the sexual harassment policy, the school dress codes, and discipline policies. MSA-San Diego has designated on-site staff members responsible for student safety.

The school performs fire, earthquake, and other mandated drills on regular bases. All staff members participated in an active shooter training and emergency drill training during summer inservices.

[School Safety Plan Link](#)

Last updated: 1/14/2021

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

**Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)**

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size							31.00	
Number of Classes * 1-20							4	
Number of Classes * 21-32							1	

Number of Classes \* \* Number of classes indicates how many classes fall into each size category (a range of total students per class).  
 33+ \*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)**

<b>Grade Level</b>	K	1	2	3	4	5	6	Other**
<b>Average Class Size</b>							30.00	
<b>Number of Classes * 1-20</b>							5	
<b>Number of Classes * 21-32</b>								

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Number of Classes \*  
33+**

**Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)**

<b>Grade Level</b>	K	1	2	3	4	5	6	Other**
<b>Average Class Size</b>							28.00	
<b>Number of Classes * 1-20</b>							5	
<b>Number of Classes * 21-32</b>								

**Number of Classes \*  
33+**

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

Last updated: 1/14/2021

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)**

<b>Subject</b>	English	Mathematics	Science	Social Science
<b>Average Class Size</b>	28.00	28.00	28.00	28.00
<b>Number of Classes * 1-22</b>	10	8	10	10
<b>Number of Classes * 23-32</b>		2		

**Number of Classes \*  
33+** \* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)**

<b>Subject</b>	English	Mathematics	Science	Social Science
<b>Average Class Size</b>	26.00	26.00	26.00	26.00
<b>Number of Classes * 1-22</b>	10	9	10	10
<b>Number of Classes * 23-32</b>		1		

**Number of Classes \*  
33+** \* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)**

Subject	English	Mathematics	Science	Social Science
<b>Average Class Size</b>	30.00	30.00	30.00	30.00
<b>Number of Classes *</b>				
<b>1-22</b>	10	8	10	10
<b>Number of Classes *</b>				
<b>23-32</b>		2		

**Number of Classes \***  
**33+**

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 1/14/2021*

**Ratio of Pupils to Academic Counselor (School Year 2019–2020)**

Title	Ratio
Pupils to Academic Counselor*	886

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/14/2021*

**Student Support Services Staff (School Year 2019–2020)**

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.50
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.40
Resource Specialist (non-teaching)	3.00
Other	

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/14/2021*

**Types of Services Funded (Fiscal Year 2019–2020)**

MSA-San Diego’s charter petition and Local Control and Accountability Plan (LCAP) describe school-wide goals, as well as specific actions to be taken in each of the eight state priority areas, plus any locally identified priority areas, to achieve goals for all students and student groups. The LCAP also includes expenditures required to implement each of the goals and actions, including a description of how additional funds provided for low-income students, English learners and foster youth are used to increase or improve services for these students. Additionally, MSA-San Diego uses federal funds to supplement state and local funds to provide a coherent education program. The actions and services described in our LCAP include the following:

Goal 1: Basic Services for a High-Quality Learning Environment: Teacher assignments and credentials, instructional materials and technology, clean and safe facilities that support learning, healthy and nutritious meals, and well-orchestrated Home Office support services.

Goal 2: Excellence: Broad course of study and standards-based curriculum, professional development for high quality instruction, MTSS - Academic enrichment, intervention and student support, designated and integrated ELD programs, and support for students with disabilities.

Goal 3: Innovation: College/Career readiness programs and activities, STEAM and GATE programs, digital literacy and citizenship programs, physical education,



activity, and fitness, and additional programs and activities that support well-rounded education.

Goal 4: Connection: Seeking family input for decision making, building partnerships with families for student outcomes, MTSS - PBIS and SEL support, annual stakeholder surveys, and community outreach and partnerships.

Each school in the district receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, and guidelines of outside funding sources.

Besides regular average daily attendance (ADA) funding, MSA-San Diego has an established fundraising tradition. MSA-San Diego supports students so that they can attend as many extracurricular opportunities as possible: Museum of Tolerance, Hightech Fair, 6th grade camp, Washington D.C. trip, etc.

MSA-San Diego receives ASES grant that helps to keep students actively engaged on campus after school until 6 p.m.

The Magnolia Public Schools Home Office oversees MSA-San Diego's finances and provides financial guidance and services to the school.

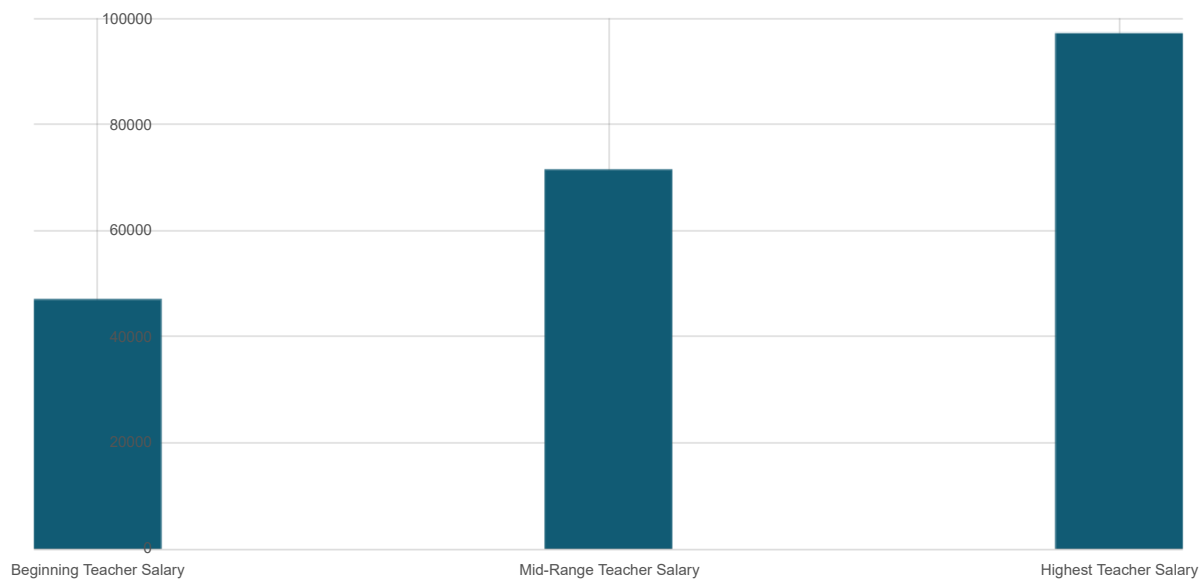
*Last updated: 1/14/2021*

**Teacher and Administrative Salaries (Fiscal Year 2018–2019)**

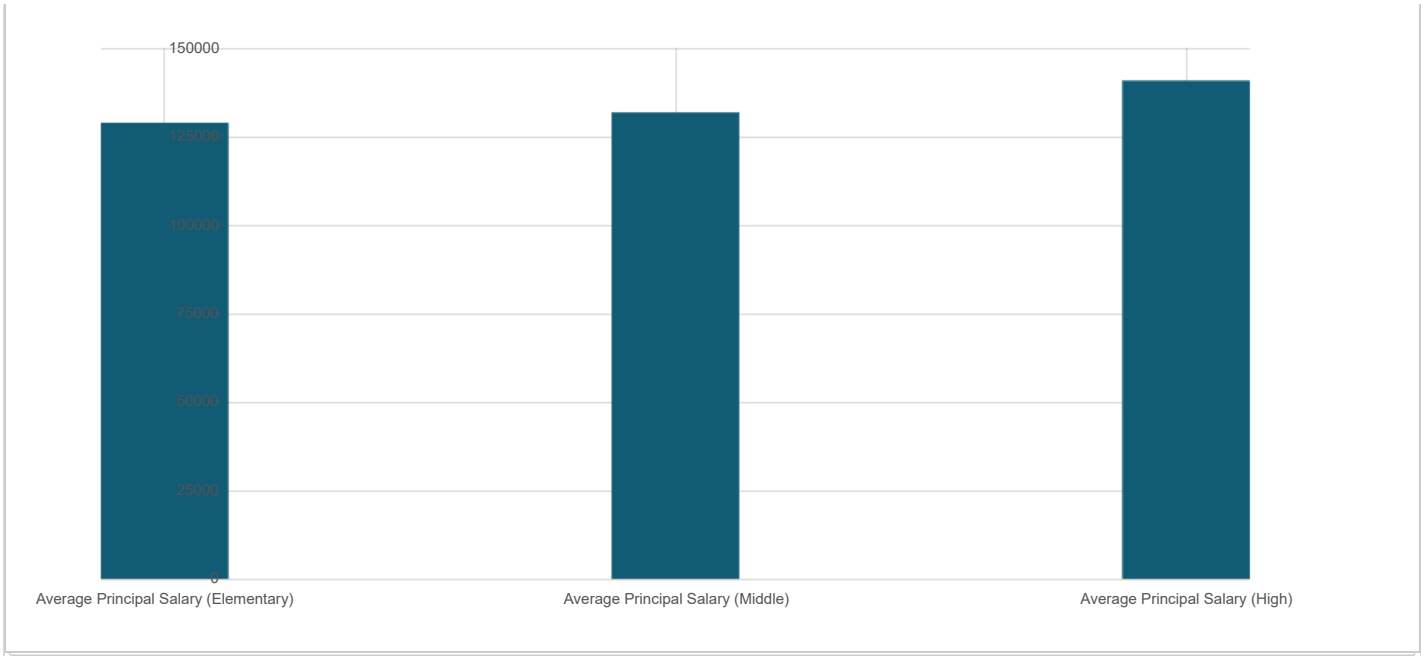
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,051	\$50,029
Mid-Range Teacher Salary	\$71,495	\$77,680
Highest Teacher Salary	\$97,176	\$102,143
Average Principal Salary (Elementary)	\$128,899	\$128,526
Average Principal Salary (Middle)	\$131,842	\$133,574
Average Principal Salary (High)	\$140,843	\$147,006
Superintendent Salary	\$264,819	\$284,736
Percent of Budget for Teacher Salaries	34.00%	33.00%
Percent of Budget for Administrative Salaries	4.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

**Teacher Salary Chart**



**Principal Salary Chart**



Last updated: 1/14/2021

**Professional Development**

2018-19

16 Full Days and 13 partial Days

2019-20

14 Full Days and 16 partial Days

2020-21

12 Full Days and 40 partial Days

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	29	30	52

Questions: SARC TEAM | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0406

California Department of Education  
 1430 N Street  
 Sacramento, CA 95814

## Cover Sheet

### Approval of El Dorado Charter SELPA Revised Participation Agreement

<b>Section:</b>	III. Action Items
<b>Item:</b>	A. Approval of El Dorado Charter SELPA Revised Participation Agreement
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Action Item A.pdf



Board Agenda Item #	III A: Action Item
Date:	January 21, 2021
To:	MPS Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Erdinc Acar, Chief Academic Officer
RE:	Approval of El Dorado Charter SELPA Revised Participation Agreement

### **Proposed Board Recommendation**

Staff recommends that the MPS Board approves the revised Participation Agreement for the El Dorado County Charter Special Education Local Plan Area (SELPA).

### **Background**

Magnolia Science Academy 1, 2, 3, 5, SA and SD are Organization Partner schools served by the El Dorado County Charter Special Education Local Plan Area (SELPA).

The El Dorado Charter SELPA is a statewide consortium of educational institutions and consists of charter school partners who strive to provide exceptional special education support. The SELPA works collaboratively with partner LEAs to ensure that special education services are available to all eligible children residing within the consortium and oversees the distribution of special education funds to member LEAs. The Local Plan describes how the SELPA provides special education services and the Allocation Plan describes how the special education funding is distributed.

The El Dorado Charter SELPA's revised Local Plan Section B and the revised Charter SELPA Participation Agreement were approved at the October 7, 2020, CEO Council meeting. Each partner of the Charter SELPA is required to adopt the Local Plan and the Participation Agreement for each of their respective LEAs/schools between October 2020 and February 2021. The deadline to submit the board approved and signed Certification 5, certifying approval of the local plan, and the Participation Agreement is March 3, 2021.

Attached are a copy of the Local Plan Section B and the revised Participation Agreement that was presented at CEO Council for the MPS board consideration and approval.

**Budget Implication** Each Magnolia School projects revenues and expenses in school budgets based on SELPA allocation plans.

### **Attachments (2)**

El Dorado Charter SELPA Local Plan Section B  
El Dorado Charter SELPA Revised Participation Agreement

**SELPA**

**Fiscal Year**

**LOCAL PLAN**  
**Section B: Governance and Administration**  
**SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education  
Special Education Division  
January 2020

## Section B: Governance and Administration

SELPA Fiscal Year **B. Governance and Administration**California *Education Code (EC)* sections 56195 et seq. and 56205**Participating Local Educational Agencies**

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

**Special Education Local Plan Area—Local Plan Requirements**

1. Describe the geographic service area covered by the local plan:

The El Dorado Charter SELPA is composed of local educational agency charters (LEAs) located inside and outside the geographic boundaries of El Dorado County. The El Dorado Charter SELPA has designated the El Dorado County Office of Education as the Responsible Local Agency/Administrative Unit (RLA/AU) and the County Superintendent of Schools as the Superintendent of the RLA/AU. It is the intent of the El Dorado Charter SELPA to provide options for charter schools in terms of SELPA membership. While it is always preferable for a charter school to participate with their geographic SELPA, the Charter SELPA has been developed to allow for a viable alternative for SELPA membership within the State of California.

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable:

Upon entry into the Charter SELPA, the governing board for each LEA charter shall approve the Agreement for Participation and the Local Plan for Special Education. The Charter SELPA Local Plan is approved by the SELPA governing board (CEO Council) with review from the County Superintendent of Schools for El Dorado County.

Amendments to the Local Plan to revise LEA membership shall be approved through the process as identified in Charter SELPA policies.

The CEO Council will hold the required public hearings and approve the Annual Service Plan and the Annual Budget Plan.

As described within the Local Plan and adopted policies of the Charter SELPA, the Boards of Education delegates the ongoing policy-making process, the Allocation Plan process, and administrative procedures for carrying out that responsibility to the governance structure of the Charter SELPA.

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3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan:

The Charter SELPA CEO Council membership consists of the CEO or designee of each charter LEA member. Each charter LEA member has one vote. Organization partners that operate more than one charter school, may have a single representative for all schools operated, but such representative shall have a number of votes equal to the number of charter LEAs represented.

Charter SELPA CEO Council meetings are subject to California Open Meeting laws, specifically the Brown Act (Government Code 54950-54963), which requires that CEO Council members conduct business at properly noticed and agendized public meetings.

A majority of the LEAs present at a regularly scheduled and posted CEO Council meeting shall constitute a quorum.

The Charter SELPA CEO Council will meet regularly with the El Dorado County Superintendent of Schools and/or designee to direct and supervise the implementation of the Local Plan. The Council has exclusive authority to make and take all reasonable and appropriate steps to implement all decisions which may have a material effect on any and/or all Charter SELPA policies, practices, operations, organization, services, functions, and any other purpose related to the purpose for which the Charter SELPA is established. A minimum of two meetings per year will be held.

The Charter SELPA CEO Council is responsible to approve Charter SELPA policies and administrative regulations.

The Charter SELPA CEO Council is responsible to approve the Allocation Plan, which is the framework for distribution of funds within the Charter SELPA.

Material changes to the Local Plan, other than for membership changes, shall be approved by the Charter SELPA CEO Council and reviewed by the El Dorado County Superintendent of Schools.

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan:

The El Dorado Charter SELPA has designated the El Dorado County Office of Education as the Responsible Local Agency/Administrative Unit (RLA/AU) and the County Superintendent of Schools as the Superintendent of the RLA/AU. The Charter SELPA administrative unit coordinates and implements the local plan under the supervision of the County Superintendent



## Section B: Governance and Administration

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5. Describe the policies and procedures of the SELPA that allow for the participation of charter schools in the local plan:

Per CEO Council Policy 22, any charter school may apply to the Charter SELPA to become an LEA member of the SELPA. The Charter SELPA will establish an annual timeline for submission of applications. Once granted membership, the charter LEA will participate in the governance of the SELPA in the same manner as all other charter LEA members in the SELPA. The timeline for submission may be amended by the Charter SELPA RLA/AU Superintendent/designee for unique circumstances, including State Board of Education charter approvals. The applicant, not an expansion of an existing member, will be deemed a member of the SELPA upon approval of the Charter SELPA Selection Committee. The applicant charter LEA board must also take action to approve membership. The Charter SELPA Selection Committee will inform the CEO Council members of their decision. Applications for additional schools of a current Charter SELPA member, shall be approved by the Charter SELPA RLA/AU Designee, pursuant to AR 22, and are not required to be reviewed by the Charter SELPA Selection Committee. Because they are current members, the Charter SELPA RLA/AU Designee has significant documentation available to assess the new charter LEA capacity. The applicant member, an expansion of an existing member, will be deemed a member of the SELPA after approval by the Charter SELPA RLA/AU Designee. The applicant member charter LEA board must also take action to approve membership.

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan:

The Community Advisory Committee shall be composed of parents of individuals with exceptional needs, enrolled in public or private schools, parents of other pupils enrolled in school, pupils and adults with disabilities, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs. Terms of CAC participation are outlined in the CAC bylaws.

Because of the geographic diversity within the El Dorado Charter SELPA, meetings may take place through teleconference. For purposes of this section, "teleconference" means a meeting where the members are in different locations, connected by electronic means, through either audio, video, or both.

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7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC:

The purpose of the Community Advisory Committee shall be to act in support of individuals with exceptional needs by representing broad interests in the community and promoting maximum interaction of parents and community members with the the LEA charter schools in accordance with the Education Code and the El Dorado Charter Local Plan. Per the CAC bylaws, the Community Advisory Committee may be composed of parents of individuals with exceptional needs, enrolled in public or private schools, parents of other pupils enrolled in school, pupils and adults with disabilities, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs pursuant to EC Section 56193. Through the regularly scheduled CAC meetings, the SELPA will ensure that the development, amendment, and review of the Local Plan pursuant to EC sections 56205(a)(12)(E) and 56194. The CAC will be given at least 30 days to conduct a review. The SELPA shall review and consider comments from the CAC pursuant to EC section 56205(b)(7).

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan:

The El Dorado Charter SELPA has designated the El Dorado County Office of Education as the Responsible Local Agency/Administrative Unit (RLA/AU) and the County Superintendent of Schools as the Superintendent of the RLA/AU. The Superintendent oversees the SELPA administrative staff in the receipt and distribution of funds, provision of administrative support, and the coordination and implementation of the SELPA Allocation and Local Plans.

9. Describe the contractual agreements and the SELPA's system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan:

As members of the El Dorado Charter Special Education Local Plan Area (SELPA), each charter (as identified by the CDS (County, District, School) code issued by the State Board of Education) is considered an LEA (Local Education Agency) for purposes of special education. Each charter school, as their own LEA for special education accountability is responsible for the students within their jurisdiction including any and all contractual agreements. There are no additional contractual agreements that supersede education code.

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10. For multi-LEA local plans, specify:

- a. The responsibilities of each participating COE and LEA governing board in the policymaking process:

The Charter SELPA CEO Council membership consists of the CEO or designee of each charter LEA member. Each charter LEA member has one vote. Organization partners that operate more than one charter school may have a single representative for all schools operated, but such representative shall have a number of votes equal to the number of charter LEAs represented.

Charter SELPA CEO Council meetings are subject to California Open Meeting laws, specifically, the Brown Act (Government Code 54950-54963), which requires that CEO Council members conduct business at properly noticed and agendized public meetings.

A majority of the LEAs present at a regularly scheduled and posted CEO Council meeting shall constitute a quorum.

The Charter SELPA CEO Council will meet regularly with the El Dorado County Superintendent of Schools and/or designee to direct and supervise the implementation of the Local Plan. The Council has exclusive authority to make and take all reasonable and appropriate steps to implement all decisions which may have a material effect on any and/or all Charter SELPA policies, practices, operations, organization, services, functions, and any other purpose related to the purpose for which the Charter SELPA is established. A minimum of two meetings per year will be held.

The Charter SELPA CEO Council is responsible for approving Charter SELPA policies and administrative regulations.

The Charter SELPA CEO Council is responsible for approving the Allocation Plan, which is the framework for distribution of funds within the Charter SELPA.

- b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan:

The El Dorado Charter SELPA has designated the El Dorado County Office of Education as the Responsible Local Agency/Administrative Unit (RLA/AU) and the County Superintendent of Schools as the Superintendent of the RLA/AU. The Charter SELPA administrative unit coordinates and implements the local plan under the supervision of the County Superintendent of Schools. Each LEA CEO representative is responsible per the SELPA Participation Agreement for the review and implementation of the local plan.

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- c. The responsibilities of each LEA and COE for coordinating the administration of the local plan:

Upon entry into the Charter SELPA, the governing board for each LEA charter shall approve the Agreement for Participation and the Local Plan for Special Education. The Charter SELPA Local Plan is approved by the CEO Council and reviewed by the El Dorado County Superintendent of Schools. Each Charter LEA and the COE as the RLA/AU is responsible for the coordination of the administration of the local plan. Adopted policies of the Charter SELPA, the LEAs Boards of Education delegates the ongoing policy-making process, the Allocation Plan process, and administrative procedures for carrying out that responsibility to the governance structure of the Charter SELPA.

11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

- a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan:

The El Dorado County Office of Education Superintendent of Schools, as the RLA/AU, is responsible for the hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the RLA/AU.

- b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA:

Funds received by the El Dorado Charter SELPA from Part B of the IDEA shall be expended in accordance with the applicable provisions of the IDEA and shall be used to supplement, and not to supplant State, local and other Federal funds.

State and federal funds received by the RLA/AU and El Dorado Charter SELPA are allocated and distributed among the local educational agencies in the SELPA, according to the El Dorado Charter SELPA adopted Allocation Plan.

- c. The operation of special education programs: education programs:

The Charter LEA shall ensure that the individualized education program team for any student with a disability includes the following members:

1. One or both of the student's parents/guardians, and/or a representative selected by the parent/guardian.
2. If the student is or may be participating in the regular education program, at least one regular education teacher. If more than one regular education teacher is providing instructional services to the student, the Charter LEA may designate one such teacher to represent the others.

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3. At least one special education teacher or, where appropriate, at least one special education provider working with the student
4. A representative of the Charter LEA who is:
  - a. Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities.
  - b. Knowledgeable about the general education curriculum.
  - c. Knowledgeable about the availability of Charter LEA and/or special education local plan area (SELPA) resources.
  - d. Has the authority to commit Charter LEA resources and ensure that whatever services are set out in the IEP will be provided.
5. An individual who can interpret the instructional implications of assessment results This individual may already be a member of the team as described in items 2-4 above or in item 6 below.  
Note: Pursuant to Education Code 56341 and 34 CFR 300.321, the determination as to whether an individual identified in item 6 below has "knowledge or special expertise" must be made by the party (either the Charter LEA or parent) who invited the individual to the IEP team meeting.
6. At the discretion of the parent/guardian or Charter LEA, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate (The determination of whether the individual has knowledge or special expertise regarding the student shall be made by the party who invites the individual to be a member of the IEP team. (Ed. Code § 56341)
7. Whenever appropriate, the student with a disability
8. For transition service participants:
  - a. The student, of any age, with a disability if the purpose of the meeting is the consideration of the student's postsecondary goals and the transition services needed to assist the student in reaching those goals. If the student does not attend the IEP team meeting, the Charter LEA shall take other steps to ensure that the student's preferences and interests are considered.
  - b. To the extent appropriate, and with the consent of the parent/guardian, a representative of any other agency that is likely to be responsible for providing or paying for transition services.
  - c. If a representative of a local agency has been invited but does not attend the meeting, the Charter LEA shall take steps to obtain participation of the agency in the planning of any transition services. (Ed. Code § 56341)
9. For students suspected of having a specific learning disability at least one individual who is qualified to conduct individual diagnostic examinations of the student, such as a school psychologist, speech language pathologist, or remedial reading teacher. In addition, at least one team member other than the student's regular education teacher shall observe the student's academic performance in the regular classroom setting. If the student is younger than five years or not enrolled in school, a team member shall observe the child in an environment appropriate for a child of that age. 34 CFR §§ 300.308, 300.542; Ed Code § 56341);
10. For students who have been placed in a group home by the juvenile court, a representative of the group home
11. If a student with a disability is identified as potentially requiring mental health services, the Charter LEA may request the participation of the county mental health program in the IEP team

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meeting. (Ed. Code § 56331)

(20 USC § 1414(d)(1); 34 CFR § 300.321; Ed. Code §§ 56341, 56341.2, 56341.5)

**Excusal of Team Member**

A member of the IEP team shall not be required to attend an IEP team meeting, in whole or in part, if the parent/guardian consents and the Charter LEA agrees, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. If the meeting involves a discussion of the member's area of the curriculum or related service, the IEP team member may be excused from the meeting if the parent/guardian consents in writing to the excusal and the member submits to the parent/guardian and team written input into the development of the IEP prior to the meeting. (20 USC § 1414(d)(1)(C); 34 CFR § 300.321; Ed. Code 56341)

**Parent/Guardian Participation and Other Rights**

The Charter CEO or designee shall take steps to ensure that one or both of the parents/guardians of the student with a disability are present at each IEP team meeting or are afforded the opportunity to participate. These steps shall include, at minimum, notifying the parents/guardians of the meeting early enough to ensure that they will have the opportunity to attend and scheduling the meeting at a mutually agreed upon time and place. (34 CFR § 300.322; Ed. Code 56341.5)

The Charter CEO or designee shall send parents/guardians a notice of the IEP team meeting that:

1. Indicate the purpose, time, and location of the meeting
2. Indicate who will be in attendance at the meeting
3. For students beginning at age 16 (or younger than 16 if deemed appropriate by the IEP team):
  - a. Indicate that the purpose of the meeting will be the consideration of postsecondary goals and transition services for the student as required by 20 USC, section 1414(d)(1)(A)(i)(VIII), 34 CFR, section 300.320(b), and Education Code, section 56345.1
  - b. Indicate that the Charter LEA will invite the student to the IEP team meeting
  - c. Identify any other agency that will be invited to send a representative

At each IEP team meeting convened by the Charter LEA, the Charter LEA administrator or specialist on the team shall provide the parent/guardian and student of the federal and state procedural safeguards (Ed. Code § 56321, 56500.1)

Before any IEP meeting, the parent/guardian shall have the right and opportunity to request to examine all of his/her child's school records. Upon receipt of an oral or written request, the Charter LEA shall provide complete copies of the records within five business days. (Ed. Code § 56043)

If neither parent/guardian can attend the meeting, the Charter CEO or designee shall use other methods to ensure parent/guardian participation, including video conferences or individual or conference telephone calls. (20 USC 1414(f); 34 CFR 300.322; Education Code 56341.5)

An IEP team meeting may be conducted without a parent/guardian in attendance if the Charter LEA is unable to convince the parent/guardian that he/she should attend. In such a case, the Charter LEA shall maintain a record of its attempts to arrange a mutually agreed upon time and place for the meeting, including, but not limited to: (34 CFR § 300.322; Ed. Code § 56341.5)

1. Detailed records of telephone calls made or attempted and the results of those calls

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2. Copies of correspondence sent to the parent/guardian and any responses received
3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits. Parents/guardians and the Charter LEA shall have the right to audiotape the proceedings of IEP team meetings, provided members of the IEP team are notified of this intent at least 24 hours before the meeting. If the Charter LEA gives notice of intent to audiotape a meeting and the parent/guardian objects or refuses to attend because the meeting would be audiotaped, the meeting shall not be audiotaped. Audiotape recordings made by a LEA, SELPA, or county office are subject to the federal Family Educational Rights and Privacy Act (20 USC § 1232g).

Parents/guardians have the right to:

1. Inspect and review the audiotapes
2. Request that the audiotapes be amended if the parents/guardians believe they contain information that is inaccurate, misleading, or in violation of the student's privacy rights or other rights
3. Challenge, in a hearing, information that the parents/guardians believe is inaccurate, misleading, or in violation of the student's privacy rights or other rights  
(Education Code 56341.1)

The Charter LEA shall take any action necessary to ensure that the parents/guardians understand the proceedings of the meeting, including arranging for an interpreter for parents/guardians with deafness or whose native language is not English. (34 CFR 300.322; Education Code 56345.1)

The Charter LEA shall provide the parents/guardians of a student with disabilities a copy of his/her child's IEP at no cost. (34 CFR 300.322).

The Charter LEA shall adhere to all Federal (IDEA) and State (Education Code) laws regarding the provision of special education programs and services for students that qualify for special education per the IEP process outlined above.

- d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs:

The El Dorado County Office of Education is the Responsible Local Agency/Administrative Unit (RLA/AU) for the Charter SELPA. Pursuant to the provisions of Education Code Section 56030 et seq., the RLA/AU shall receive and distribute regionalized service funds, provide administrative support and coordinate the implementation of the El Dorado Charter Local Plan for Special Education and the CEO Council approved Allocation Plan. The RLA/AU shall perform such services and functions required to accomplish the goals set forth in the plans, including development of the Annual Service and Budget Plans.

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12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments:

Specialized equipment and services is provided at the school site associated with the Charter LEA, where the Individualized Education Program (IEP) team has determined is the most appropriate free and appropriate public education in the least restrictive environment.

**Policies, Procedures, and Programs**

Pursuant to *EC* sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 *United States Code (USC)* and in accordance with Title 34 *Code of Federal Regulations (CFR)* Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether, or not each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers; the document title; and the physical location where the policy can be found.

**1. Free Appropriate Public Education: 20 USC Section 1412(a)(1)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

Yes  No

**2. Full Educational Opportunity: 20 USC Section 1412(a)(2)**Policy/Procedure Number: Document Title: Document Location:



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"It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes  No

**3. Child Find: 20 USC Section 1412(a)(3)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

Yes  No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

The Governing Board of each member LEA recognizes the need to actively seek out and evaluate school age Charter LEA residents who have disabilities, in order to provide them with appropriate educational opportunities in accordance with state and federal law.

Charter schools are currently authorized to serve school-aged students (grades K-12). If at any time the authorization changes, the charter schools would follow all state and federal laws regarding children from age 0-2 and Child Find. Charter schools will assist families and make appropriate referrals for any students they find who would be outside the age or area of responsibility of the Charter schools.

The Charter Chief Executive Officer or designee shall follow SELPA procedures to determine when an individual is eligible for special education services and shall implement the SELPA procedures for special education program identification, screening, referral, assessment, planning, implementation, review, and triennial assessment. (Education Code 56301) The Charter LEAs' process shall prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

In addition to identifying students with disabilities residing in their district, each districts "Child Find" identification system shall identify highly mobile children with disabilities, such as migrant

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20 USC Section 1412(a)(4)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC Section 1414 (d). It shall be the policy of this LEA that a of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions." The policy is adopted by the SELPA as stated:

Yes  No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

The Governing Board of each participating LEA shall provide educational alternatives that afford students with disabilities full educational opportunities. Students with disabilities shall receive a FAPE in the least restrictive environment as required by law.

The Charter Chief Executive Officer or designee shall implement the SELPA Procedural Guide. The Procedural Guide outlines the composition of the IEP team, and sets forth procedures regarding the development, review, and revision of the IEP.

The specifics of the IEP process are set out in CEO Administrative Regulation 3

**5. Least Restrictive Environment: USC Section 1412(a)(5)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and

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services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

Yes  No

**6. Procedural Safeguards: 20 USC Section 1412(a)(6)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes  No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

In order to protect the rights of students with disabilities, the Charter LEA shall follow all procedural safeguards as required by law. Parents/guardians shall receive written notice of their rights in accordance with law, Board policy, and administrative regulation.

Note: Education Code 56195.8 authorizes the policy to include provisions for involving Charter LEA Board members in any due process hearing procedure activities.

**7. Evaluation: 20 USC Section 1412(a)(7)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:

Yes  No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

The Charter CEO or designee shall ensure that the IEP team:

1. Reviews the IEP periodically, but at least annually, to determine whether the annual goals for the student are being achieved and the appropriateness of placement

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2. Revises the IEP, as appropriate, to address:
- Any lack of expected progress toward the annual goals and in the general curriculum, where appropriate
  - The results of any reassessment conducted pursuant to Education Code 56381
  - Information about the student provided to or by the parents/guardians regarding review of evaluation data (34 CFR 305(a)(2) and Education Code 56381(b).)
  - The student's anticipated needs
  - Any other relevant matters

**8. Confidentiality: 20 USC Section 1412(a)(8)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes  No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

The Charter LEA Governing Board recognizes the importance of keeping accurate, comprehensive student records as required by law. Procedures for maintaining the confidentiality of student records shall be consistent with state and federal law.

The Charter CEO or designee shall establish regulations governing the identification, description and security of student records, as well as timely access for authorized persons. These regulations shall ensure parental rights to review, inspect and copy student records. In addition, the regulations will ensure and shall protect the privacy rights of student and the student's family.

The Charter CEO or designee shall designate a certificated employee to serve as custodian of records for student records at the Charter LEA level. At each school, the principal or a certificated designee shall act as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR § 431)

**9. Part C to Part B Transition: 20 USC Section 1412(a)(9)**

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SELPA Fiscal Year Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday."The policy is adopted by the SELPA as stated:

Yes  No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

Charter schools in the El Dorado Charter SELPA currently do not serve students in Part C or preschool students. If students are transitioning from preschool to a Charter LEA and are eligible for Part B services, the Charter LEA will participate to ensure a smooth and effective transition between programs.

**10. Private Schools: 20 USC Section 1412(a)(10)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents." The policy is adopted by the SELPA as stated:

Yes  No

**11. Local Compliance Assurances: 20 USC Section 1412(a)(11)**Policy/Procedure Number: Document Title: Document Location:

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"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California *EC*, Part 30." The policy is adopted by the SELPA as stated:

Yes  No

**12. Interagency: 20 USC Section 1412(a)(12)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

Yes  No

**13. Governance: 20 USC Section 1412(a)(13)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

Yes  No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

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"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

Yes  No

**15. Performance Goals and Indicators: 20 USC Section 1412(a)(15)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by the SELPA as stated:

Yes  No

**16. Participation in Assessments: 20 USC Section 1412(a)(16)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 USC Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as

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stated:

 Yes  No**17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

 Yes  No**18. Maintenance of Effort: 20 USC Section 1412(a)(18)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

 Yes  No**19. Public Participation: 20 USC Section 1412(a)(19)**Policy/Procedure Number: Policy/Procedure Title: Document Location: 

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to



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comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

 Yes  No**20. Suspension and Expulsion: 20 USC Section 1412(a)(22)**Policy/Procedure Number: Document Title: Document Location: 

"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated:

 Yes  No**21. Access to Instructional Materials: 20 USC Section 1412(a)(23)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

 Yes  No**22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities." The policy is adopted by the SELPA as stated:

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SELPA Fiscal Year  Yes  No**23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

 Yes  No**Administration of Regionalized Operations and Services**

Pursuant to *EC* sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the direct instructional support provided by program specialists; and the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the reference number, document title, and the location (e.g., SELPA office) for each function:

## 1. Coordination of the SELPA and the implementation of the local plan:

Reference Number: Document Title: Document Location: 

As members of the El Dorado County Charter Special Education Local Plan Area (SELPA), (hereinafter referred to as Charter SELPA), each charter (as identified by the CDS (County, District, School) code issued by the State Board of Education) is considered an LEA (Local Education Agency) for purposes of special education.

The Charter SELPA further recognizes its' members as single charter partners or organization partners. Single Charter Partner is defined as an entity with one charter CDS code. An Organization Partner is an entity with multiple charters (CDS codes) as members of the Charter

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## Description:

SELPA. An entity is defined as an organization with one governing board or one CEO (Chief Executive Officer) position. The title of CEO may differ by organization, but the intent is that final decision making in the organization is vested in one leadership position.

As members of the Charter SELPA, each Charter SELPA LEA (Local Education Agency) desires to provide a free and appropriate public education (FAPE) to all school aged K-12 individuals with disabilities, who are enrolled in the charter, including children who have been suspended or expelled or placed by the charter LEA in a nonpublic school or agency services. The SELPA will provide technical support to any Charter LEAs identified as the DOR for students age 18 to 21 who are incarcerated in a county jail and remaining eligible for special education to assist in meeting their obligation. The SELPA may facilitate collaboration with the county jails as requested.

Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. (Education Code 56303)

In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the charter LEA participates as a member of the Special Education Local Plan Area (SELPA).

The Charter SELPA Local Plan is approved by the Charter CEO Council and reviewed by the El Dorado County Superintendent of Schools. Amendments to the Local Plan to revise LEA membership (additions) shall be approved by the Charter SELPA Selection Committee. Prior to Selection Committee approval, new LEA members shall be approved through the selection process as identified in Policy 22 and AR 22. Termination of membership shall be approved through the termination process as identified in Policy 26 or Policy 27. All membership changes shall be communicated with the Charter SELPA CEO Council at the next regularly scheduled meeting.

The Charter CEO Council will hold the required public hearings and approve the Annual Service Plan and the Annual Budget Plan. Notice of the public hearings shall be posted as required by law.

Upon entry into the Charter SELPA, the Governing Board for each LEA charter shall approve the Charter SELPA Local Plan and the Agreement for Participation.

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Material changes to the Local Plan, other than for membership changes, shall be approved by the Charter SELPA CEO Council and reviewed by the El Dorado County Superintendent of Schools.

The Charter Chief Executive Officer or designee of the charter LEA shall extend the charter LEA's full cooperation to the SELPA. The policies and procedures of the Charter SELPA shall be applied as policies and regulations to all participating charter LEAs.

Charter SELPA policies and administrative regulations are approved by the Charter SELPA CEO Council.

The Charter SELPA shall administer a local plan and administer the allocation of funds. (Education Code 56195). The Charter SELPA CEO Council shall approve all allocation plan decisions that impact the allocation of funds.

## 2. Coordinated system of identification and assessment:

Reference Number:

Document Title:

Document Location:

A student shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and used where appropriate. (Education Code 56303) The Charter LEAs shall not determine that a student is eligible for special education if the dominant factor for finding eligibility is lack of appropriate instruction in reading, lack of instruction in mathematics, or limited English Proficiency (20 U.S.C. § 1414(b)(5); Ed. Code, § 56329, subd. (a)(2).) All referrals for special education and related services from school staff shall include a brief reason for the referral and description of the regular program resources that were considered and/or modified for use with the student, and their effect. (5 CCR § 3021.) Within 15 days of a referral for initial assessment the LEA shall provide student's parent/guardian with a notice of parental rights and a written proposed assessment plan. The 15-day period does not include days between the student's regular school session or term, or days of school vacation in excess of five school days from the date of receipt of the referral. The proposed assessment plan shall meet all of the following requirements: (Education Code 56321) 1. Be in a language easily

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understood by the general public 2. Be provided in the native language of the parent/guardian or other mode of communication used by the parent/guardian unless it is clearly not feasible 3. Explain the types of assessment to be conducted 4. State that no individualized education program (IEP) will result from the assessment without parent/guardian consent Upon receiving the proposed assessment plan, the parent/guardian shall have at least 15 days to decide whether or not to consent to the initial assessment. The assessment may begin as soon as informed parental consent is received by the respective Charter LEAs. The Charter LEAs shall not interpret parent/guardian consent for initial assessment as consent for initial placement or initial provision of special education services. (Education Code 56321; 34 CFR 300.505) However, an individualized education program required as a result of an assessment of a pupil shall be developed within 30 days after the commencement of the subsequent regular school year as determined by each Charter LEA's school calendar for each pupil for whom a referral has been made 30 days or less prior to the end of the regular school year. In the case of pupil school vacations, the 60-day time shall recommence on the date that pupil schooldays reconvene. A meeting to develop an initial individualized education program for the pupil shall be conducted within 30 days of a determination that the pupil needs special education and related services pursuant to paragraph (2) of subsection (b) of Section 300.343 of Title 34 of the Code of Federal Regulations. (Education Code 56344) If a parent/guardian refuses to consent to the initial evaluation or failed to respond to the request to provide consent, the Charter LEAs may pursue an evaluation by utilizing the mediation and due process procedures found at 20 USC § 1415 and in accordance with Education Code, sections 56501, subd. (a) (3), and 56506, subd. (e). See BP/AR 6159.1 - Procedural Safeguards and Complaints for Special Education) In the event that authorized parent does not consent to an initial evaluation the Charter LEAs shall not considered in violation of the requirement to provide FAPE. In addition, the Charter LEAs is not required to convene an IEP team meeting or to develop an IEP for that child. (20 USC § 1414(a)(1).) Informed parental consent means that the parent/guardian: 1. Has been fully informed of all information relevant to the activity for which consent is sought, in his/her native language or other mode of communication 2. Understands and agrees, in writing, to the assessment 3. Understands that the granting of consent is voluntary on his/her part and may be revoked at any time (34 CFR § 300.500) If the student is a ward of the state and is not residing with his/her parents/guardians, the Charter LEAs shall make reasonable efforts to obtain informed consent from the parent/guardian as defined in 20 USC, section 1401 for an initial evaluation to determine whether the student is a student with a disability. (20 USC §

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Description:

1414(a)(1)) The Charter LEAs shall not be required to obtain informed consent from the parent/guardian of a student for an initial evaluation to determine whether the student is a student with a disability if any of the following situations exists 1. Despite reasonable efforts to do so, the Charter LEAs cannot discover the whereabouts of the parent/guardian of the student. 2. The rights of the parent/guardian of the student have been terminated in accordance with California law. 3. The rights of the parent/guardian to make educational decisions have been subrogated by a judge in accordance with California law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the student. (Education Code 56301; 20 USC 1414(a)(1)) As part of the assessment plan, the parent/guardian shall receive written notice that: 1. Upon completion of the administration of tests and other assessment materials, an IEP team meeting that includes the parent/guardian or his/her representative shall be scheduled pursuant to Education Code, section 56341. At this meeting, the team shall determine whether or not the student is a student with disabilities as defined in Education Code, section 56026 and shall discuss the assessment, the educational recommendations, and the reasons for these recommendations. A copy of the assessment report and the documentation of determination of eligibility shall be given to the parent/guardian. 2. If the parent/guardian disagrees with an assessment obtained by the Charter LEAs, the parent/guardian has the right to obtain, at public expense, an independent educational assessment of the student from qualified specialists, in accordance with 34 CFR §300.502. If the Charter LEAs observed the student in conducting its assessment, or if its assessment procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to the independent educational assessment. This equivalent opportunity shall apply to the student's current placement and setting as well as observation of the Charter LEA's proposed placement and setting, regardless of whether the independent educational assessment is initiated before or after the filing of a due process hearing proceeding. 3. The Charter LEAs may initiate a due process hearing pursuant to Education Code 56500- 56508 to show that its assessment is appropriate. If the final decision resulting from the due process hearing is that the assessment is appropriate, the parent/guardian maintains the right for an independent educational assessment but not at public expense. If the parent/guardian obtains an independent educational assessment at private expense, the results of the assessment shall be considered by the Charter LEAs with respect to the provision of a free appropriate public education to the student, and may be presented as evidence at a due process hearing regarding the student. If the Charter LEAs observed the student in conducting its assessment, or if its

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assessment procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to an independent educational assessment of the student in the student's current educational placement and setting, if any, proposed by the Charter LEAs, regardless of whether the independent educational assessment is initiated before or after the filing of a due process hearing. 4. If a parent/guardian proposes a publicly financed placement of the student in a nonpublic school, the Charter LEAs shall have an opportunity to observe the proposed placement and, if the student has already been unilaterally placed in the nonpublic school by the parent/guardian, the student in the proposed placement. Any such observation shall only be of the student who is the subject of the observation and may not include the observation or assessment of any other student in the proposed placement unless that student's parent/guardian consents to the observation or assessment. The results of any observation or assessment of another student in violation of Education Code, section 56329(d) shall be inadmissible in any due process or judicial proceeding regarding the free appropriate public education of that other student. (Education Code 56329; 34 CFR 300.502) An IEP required as a result of an assessment shall be developed within a total time not to exceed 60 days from the date of the receipt of the parent/guardian's consent for assessment, unless the parent/guardian agrees to an extension in writing. The 60-day period does not include any days between the student's regular school sessions/terms, or days of school vacation in excess of five school days. (Ed Code § 56043)

However, when a referral is made within 30 days of the end of the regular school year, an IEP required as a result of an assessment shall be developed within 30 days after the commencement of the subsequent regular school year as determined by each district's school calendar. In the case of school vacations, the 60-day time shall recommence on the date that school reconvenes. (Ed. Code § 56344 (a).) A meeting to develop an initial IEP for the pupil shall be conducted within 30 days of a determination that the pupil needs special education and related services. (Ed. Code §§ 56043(f)(2); 56344 (a).)

Before entering kindergarten or first grade, children with disabilities who are in a preschool program shall be reassessed to determine if they still need special education and services. The IEP teams shall identify a means of monitoring the continued success of children who are determined to be eligible for less intensive special education programs to ensure that gains made are not lost by a rapid removal of individualized programs and supports for these individuals. (Ed. Code § 56445)

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## 3. Coordinated system of procedural safeguards:

Reference Number: Document Title: Document Location: 

Under California law, due process hearings pursuant to the IDEA (20 USC 1400-et seq) are held only at the state level. Related rights and procedures for due process are set forth in Education Code §§ 56501et. Seq. and 5 CCR §§ 3080 et. seq. When California law provides greater protections to students and parents, it supersedes federal law. Due process hearing rights extend to the student only if he/she is an emancipated student or a ward or dependent of the court with no available parent or surrogate parent. (Ed. Code § 56501; see AR 6159.3 - Appointment of Surrogate Parent for Special Education Students.)

Informal ADR Process/Pre-Hearing Mediation Conference Before requesting a due process hearing, the Charter Chief Executive Officer or designee of the Charter LEA and a parent/guardian may agree to meet informally to resolve any dispute relating to the identification, assessment or education and placement of a student with disabilities. The Charter Chief Executive Officer or designee shall have the authority to resolve the dispute through an informal alternative dispute resolution (“ADR”) process. (Ed. Code § 56502) In addition, either party may file a request with the Superintendent of Public Instruction for a Pre- Hearing Mediation Conference (commonly referred to as “mediation only”) to be conducted by a person designated by the California Department of Education. Based on the Pre-Hearing Mediation Conference, the Charter Chief Executive Officer or designee may resolve the issue(s) in any manner that is consistent with state and federal law, and is to the satisfaction of both parties. (Education Code 56500.3) Attorneys may not attend the Informal ADR session or the Prehearing Mediation Conference. Attorneys may attend, or otherwise participate in, only those mediation conferences that are scheduled pursuant to a request for a due process hearing. (Ed. Code §§ 56500.3, 56501) If the parties do not resolve their dispute through Informal ADR and/or a Pre-Hearing Mediation Conference, either party may file a request for a due process hearing. Due Process Complaint Notice and Hearing Procedures Due process hearing procedures may be initiated by a parent/guardian, the Charter LEA, and/or a student who is emancipated or a ward or dependent of the court, under the following circumstances. 1. There is a



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proposal to initiate or change the identification, assessment or educational placement of the student or the provision of a free, appropriate public education to the student 2. There is a refusal to initiate or change the identification, assessment or educational placement of the student or the provision of a free, appropriate public education to the student 3. The parent/guardian refuses to consent to an assessment of his/her child; and/ or 4. There is a disagreement between a parent/guardian and the Charter LEA regarding the availability of a program appropriate for the student, including the question of financial responsibility. (20 USC § 1415(b); Education Code 56501) Prior to initiating a due process hearing, the party requesting the hearing, or the party's attorney, must provide the opposing party a confidential due process complaint notice, specifying: 1. The student's name 2. The student's address or, in the case of a student identified as homeless pursuant to the McKinney-Vento Homeless Assistance Act (42 USC 11434a(2)), any available contact information for that student 3. The name of the school the student attends 4. A description of the nature of the student's problem relating to the proposed or refused initiation or change, including facts relating to the problem 5. A proposed resolution to the problem to the extent known and available to the complaining party at the time (20 USC § 1415(b); 34 CFR § 300.508 (b).) Resolution Session When a parent seeks to initiate a request for due process, before their request is filed, they must provide the Charter LEA with the opportunity to resolve the matter by convening a resolution session, which is a meeting between the parents and the relevant members of the IEP team who have specific knowledge of the facts identified in the due process hearing request. (20 USC § 1415[f][1][B]; 34 CFR § 300.510) The Charter LEA has fifteen (15) days from the date it received the parents' due process hearing request to convene the resolution session. The sessions shall include a representative of the LEA who has decision-making authority and not include an attorney of the school LEA unless the parent is accompanied by an attorney. The parent of the child may discuss the due process hearing issue and the facts that form the basis of the due process hearing request. The resolution session is not required if the parent and the Charter LEA agree in writing to waive the meeting. If the Charter LEA has not resolved the due process hearing issue within thirty (30) days, the due process hearing may occur. If a resolution is reached, the parties shall execute a legally binding agreement. (20 USC § 1415[f][1][B]; 34 CFR § 300.51) A due process complaint must be filed within two years of the date that the parent/guardian or Charter LEA knew or should have known about the situation that forms the basis of the complaint. Response to the Due Process Hearing Request If the Charter LEA has not sent a prior written notice to the parent/guardian regarding

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## Description:

the subject matter contained in the parent/guardian's due process complaint notice, the Charter LEA shall send a response to the parent/guardian within 10 days of receipt of the complaint specifying: 1. An explanation of why the Charter LEA proposed or refused to take the action raised in the complaint 2. A description of other options that the individualized education program (IEP) team considered and the reasons that those options were rejected 3. A description of each evaluation procedure, assessment, record, or report the Charter LEA used as the basis for the proposed or refused action 4. A description of the factors that are relevant to the Charter LEA's proposal or refusal (20 USC 1415(c)(1)) If the Charter LEA sent prior written notice to the parent/guardian regarding the subject matter of the parent/guardian's due process complaint, the Charter LEA may, within 10 days of receipt, send a response specifically addressing the issues in the complaint. (20 USC § 1415(c)(1)) Parties requesting a due process hearing shall file their request with the Superintendent of Public Instruction or designated contracted agency and give a copy of the request, at the same time, to the other party. (Ed. Code § 56502) Prior Written Notice The Charter Chief Executive Officer or designee shall send to parents/guardians of any student with a disability a prior written notice within a reasonable time before: 1. The Charter LEA initially refers the student for assessment 2. The Charter LEA proposes to initiate or change the student's identification, evaluation, educational placement or the provision of a free, appropriate public education 3. The Charter LEA refuses to initiate or change the identification, evaluation or educational placement of the student or the provision of a free and appropriate public education 4. The student graduates from high school with a regular diploma (Ed. Code §§ 56500.4, 56500.5; 20 USC § 1415(c); 34 CFR § 300.503) The prior written notice shall include: 1. A description of the action proposed or refused by the Charter LEA 2. An explanation as to why the Charter LEA proposes or refuses to take the action 3. A description of any other options that the IEP team considered and why those options were rejected 4. A description of each evaluation procedure, test, record or report the Charter LEA used as a basis for the proposed or refused action 5. A description of any other factors relevant to the Charter LEA's proposal or refusal 6. A statement that the parents/guardians of the student have protection under procedural safeguards and, if this notice is not an initial referral for evaluation, the means by which a copy of the description of procedural safeguards can be obtained 7. Any resources for parents/guardians to obtain assistance in understanding these provisions (20 USC § 1415(c); 34 CFR § 300.503) Students with disabilities and their parents/guardians shall be provided written notice of their rights in language easily understood by the general public and in the primary language of the parent/guardian or

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other mode of communication used by the parent/guardian, unless to do so is clearly not feasible. The notice shall include, but not be limited to, those rights set forth in Education Code, section 56341. (Ed. Code §§ 56341, 56506; 34 CFR § 300.503) If the native language or other mode of communication of the parent/guardian is not a written language, the Charter LEA shall take steps to ensure that: 1. The notice is translated orally or by other means to the parent/guardian in his/her native language or other mode of communication 2. The parent/guardian understands the contents of the notice 3. There is written evidence that items #1 and #2 have been satisfied (34 CFR § 300.503) Notice of Procedural Safeguards A notice of procedural safeguards shall be made available to parents/guardians of students with a disability once a year and upon: 1. Initial referral for evaluation 2. Each notification of an IEP meeting 3. Reevaluation of the student 4. Registration of a complaint 5. Filing for a pre-hearing mediation conference or a due process hearing (Ed. Code § 56301; 20 USC 1415(d)(1)) The notice of procedural safeguards shall include information on the procedures for requesting an informal meeting, pre-hearing mediation conference, mediation conference, or due process hearing; the timelines for completing each process; whether the process is optional; the type of representative who may be invited to participate; and the right of the parent/guardian and/or the Charter LEA to electronically record the proceedings of IEP meetings in accordance with Education Code 56341. A copy of this notice shall be attached to the student's assessment plan and referred to at each IEP meeting. (20 USC 1415(d)(2); Ed. Code §§ 56321, 56321.5) In addition, the notice of procedural safeguards shall include a full explanation of the procedural safeguards relating to independent educational evaluation; prior written notice; parental consent; access to educational records; opportunity to present complaints to initiate due process hearings; the student's placement while due process proceedings are pending; procedures for students who are subject to placement in an interim alternative educational setting; requirements for unilateral placement by parent/guardians of students in private schools at public expense.(20 USC 1415(d)(2); 34 CFR 300.504)

## 4. Coordinated system of staff development and parent and guardian education:

Reference Number: Document Title: Document Location:

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Description:

the Charter LEAs in the El Dorado Charter SELPA ensure that all students who require special education will participate in the California Reading Initiative, just as do all other students in the El Dorado Charter LEAs. In order to facilitate that effort, the Charter LEAs assure that special education instructional personnel will participate in staff development inservice opportunities in the area of literacy, including: a. information about current literacy and learning research; b. state-adopted student content standards and frameworks; and c. research-based instructional strategies for teaching reading to a wide range of diverse learners Each of the Charter LEAs will include special education staff in their curriculum materials selection process, in order to support alignment with State standards. Each will also include all special education staff in all staff development on phonemics and phonics, as well as in any additional state or regional training based on new legislation, e.g., the California Reading and Literature Subject Matter Project, the rollouts on the frameworks, AB466 training. The goals of the Charter LEAs are to increase the participation of students with disabilities in statewide student assessments, to increase the percentage of children with disabilities who are literate, and to assure that students with disabilities attain higher standards in reading. In order to reach these goals, we assure that students with disabilities will have full access to: 1. all required core curriculum including state-adopted core curriculum textbooks and supplementary textbooks; and 2. instructional materials and support.

## 5. Coordinated system of curriculum development and alignment with the core curriculum:

Reference Number:

Document Title:

Document Location:

Description:

Curriculum adaptations include accommodations, modifications, and supports that allow a child with a disability access to the general curriculum and assessments. LEAs/districts are responsible for ensuring that each teacher and provider is informed of his or her specific responsibilities related to implementing the child's IEP and the specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP (34CFR 300.342 (b)(3)).

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## 6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

Reference Number: Document Title: Document Location: 

The Charter SELPA is responsible for monitoring all required areas of compliance with federal, state and Charter SELPA policies. The purpose of all monitoring and oversight activities is to ensure legal and effective LEA practices are in place to meet the needs of students with disabilities. This policy outlines areas of oversight and indicators that may cause the initiation of a Charter SELPA review process. Charter SELPA administration will keep the CEO Council informed of SELPA oversight activities and determinations.

If compliance, performance and/or student population data for an LEA in the Charter SELPA varies significantly from expected results or standards, it may be an early warning for the Charter SELPA to initiate contact. In this case, the Charter SELPA will contact the LEA to confirm the data, discuss any underlying issues which may impact the data, and identify how the Charter SELPA can assist the LEA in any necessary corrective action.

The Charter SELPA will monitor special education practices and data continuously to determine whether practices are in line with the LEA's responsibilities to students with disabilities and SELPA policies. Data will be collected and reviewed by the Charter SELPA. Examples of existing indicators and standards include but are not limited to:

- Identification rate of special education students that is below 4% or greater than 14%
- State Performance Plan Indicators
- Significant swings in enrollment and/or enrollment trends that are not aligned to the LEA's instructional calendar
- Pattern of compliance complaints or due process hearings
- Evidence of exclusionary practices
- Significant and/or abrupt change in leadership or staff
- No/low participation or engagement in the Charter SELPA (CEO Council, Steering Committee, professional development offerings, etc.)
- Unspent funds greater than 25%
- Annual independent audit which shows serious fiscal solvency issues

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## Description:

or material findings (e.g. findings related to internal control or program compliance, high debt ratios, deficit spending, going concern findings, adequate reserves, and adequate cash)

**SELPA REVIEW PROCESS**

If one or more of the preceding triggers indicates a potential problem, the Charter SELPA may initiate a program and/or fiscal review. Program and fiscal reviews are facilitated by the appropriate Charter SELPA administrator. Charter SELPA's goal in each review process is to clearly identify the areas of SELPA concern, discuss any underlying issues which may be impacting the findings, and identify how the Charter SELPA can assist the LEA in any necessary corrective action. The Charter SELPA may request additional information as necessary to resolve identified concerns.

When multiple or connected concerns exist, the Charter SELPA may implement an Integrated Review Team (IRT) visit. An Integrated Review Team (IRT) visit consists of Charter SELPA program and business administrators meeting directly with the charter LEA leadership team.

**CHARTER SCHOOLS AT-RISK**

Whether through a Charter SELPA review process or other source, or if significant matters arise that are potentially harmful to students, demonstrate negligence, may harm the SELPA, or there is a concern that funds are not being spent appropriately for special education, Charter SELPA administration is empowered to act in the best interests of the SELPA as a whole. Such matters include, but are not limited to:

- Pattern of noncompliance with federal, state or Charter SELPA regulations
- Notice of revocation
- Notice of bankruptcy
- FCMAT extraordinary audit
- Annual audit with material findings and identification of operational issues that cause concern regarding the long-term viability of the organization
- Other circumstances that create a concern that a loss to the SELPA is possible or funds are not being spent appropriately for special education

Charter SELPA administration may make a determination and proceed to:

- Notify appropriate public agencies;
- Notify the LEA's governing board;
- Withhold state and/or federal funding;
- Move an LEA to reimbursement-based state funding, requiring

## Section B: Governance and Administration

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expenditure reporting prior to cash distribution;

- Require an LEA to submit proof of actual expenditures; and/or
- Initiate termination of membership pursuant to CEO Policy 26.

## 7. Coordinated system of data collection and management:

Reference Number: Document Title: Document Location: 

Description:

The El Dorado Charter SELPA and its member LEAs shall provide data or information to the SELPA and the California Department of Education as required by regulations.

## 8. Coordination of interagency agreements:

Reference Number: Document Title: Document Location: 

Pursuant to Title 17 of the California Code of Regulations (17 CCR) Section 52140, LEAs must develop and maintain local interagency agreements with Regional Centers. Agreements must include (as applicable to charter LEAs):

1. The responsibilities of each LEA and Regional Center in meeting the terms of the agreement;
2. Procedures for coordination of child find activities with local public agencies and Regional Centers to identify infants and toddlers who may be eligible for early intervention services;
3. Specific procedures for coordination of referrals for evaluation and assessment;
4. Procedures for the assignment of a service coordinator;
5. Interagency procedures for identifying the responsibilities of the regional center and LEA for completing the evaluation and assessment and determining eligibility within the time requirements contained in Section 52086 of these regulations, when an infant or toddler may receive services from both the Regional Center and LEA;
6. Procedures for the timely exchange of information between Regional Centers and LEAs;
7. Mechanisms for ensuring the availability of contacts at Regional

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Description:

Centers and LEAs at all times during the year;

8. Procedures for interagency individualized family service plan (IFSP) development when infants and toddlers may be eligible for early intervention services from the Regional Center and the LEA or other state or local programs or services;

9. Procedures to ensure the provision of services during periods of school vacations when services are required on the IFSP;

10. Transition planning procedures which begin at least six months prior to a toddler's third birthday pursuant to EC Section 52112 of these regulations;

11. Procedures for resolving disputes between regional centers and LEAs;

12. Procedures for the training and assignment of surrogate parents; and

13. Procedures for accepting transfers of infants or toddlers with existing IFSPs.

Local interagency agreements must be dated and signed by representatives of the Regional Center and LEA. Interagency agreements must be reviewed by both parties annually, revised as necessary, dated, and signed by both parties as needed.

## 9. Coordination of services to medical facilities:

Reference Number: Document Title: Document Location: 

Description:

The SELPA Administrator, or designee, will facilitate the coordination of these services by the designated LEAs and provide technical assistance to the medical facilities and LEAs as appropriate. Role of the individual LEAs: Each individual LEA is responsible for students with disabilities who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes when the hospital or facility is located within their boundaries, unless based on education code there is another district of special education accountability which would be responsible.

## 10. Coordination of services to licensed children's institutions and foster family homes:

Reference Number: Document Title:



## Section B: Governance and Administration

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Description:

## 11. Preparation and transmission of required special education local plan area reports:

Reference Number: Document Title: Document Location: 

Description:

## 12. Fiscal and logistical support of the CAC:

Reference Number: Document Title: Document Location: 

Description:

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SELPA, meetings may take place through teleconference. For purposes of this section, "teleconference" means a meeting where the members are in different locations, connected by electronic means, through either audio, video, or both.

## 13. Coordination of transportation services for individuals with exceptional needs:

Reference Number: Document Title: Document Location: 

Description:

Legal Requirements Regarding Special Education Transportation  
Education Code Section 56040(a) states: "Every individual with exceptional needs, who is eligible to receive special education instruction and related services under this part, shall receive that instruction and those services at no cost to his or her parents or, as appropriate, to him or her." Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education [34 CFR 300.34(a)]. Transportation as a related service includes travel to and from school and between schools, travel in and around school buildings; and specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability [34 CFR 300.34(c)(16i-iii)]. LEAs/districts should not automatically assign students to transportation based on the students' disability without considering the students' individual needs and the continuum of placements [Hopkinton (MA) Pub. Schs., 108 LRP 41626 (OCR 2007)]. For students with medical needs, 34 CFR 300.34(a)(ii) limits the responsibility of a public agency to appropriately monitor and maintain medical devices that are needed to maintain the health and safety of the child, including breathing, nutrition, or operation of other bodily functions, while the child is transported to and from school.

## 14. Coordination of career and vocational education and transition services:

Reference Number: Document Title: Document Location:

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Description:

Special education may include each of the following if the services otherwise meet the definition in the above paragraph: (Education Code 56031) 1. Speech language pathology services, or any other designated instruction and service or related service, pursuant to Education Code 56363, if the service is considered special education rather than designated instruction and service or related service under state standards 2. Travel training 3. Career technical education 4. Transition services for students with disabilities in accordance with 34 CFR 300.43 if provided as specially designed instruction, or a related service, if required to assist a student with disabilities to benefit from special education. Specially designed instruction means adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to ensure access of the student to the general curriculum, so that the student can meet the educational standards that apply to all students in the charter LEA. (34 CFR 300.39(b)(3))

## 15. Assurance of full educational opportunity:

Reference Number: Document Title: Document Location: 

Description:

Full educational opportunities means that students with disabilities have the right to full educational opportunities to meet their unique needs, including access to a variety of educational programs and services available to non-disabled students. The State must have in effect policies and procedures to demonstrate that the State has established a goal of providing full educational opportunity to all children with disabilities and a detailed timetable for accomplishing that goal. (34 CFR 300.109)

16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.Reference Number: Document Title: Document Location:

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Description:

The El Dorado County Office of Education is the Responsible Local Agency/Administrative Unit (RLA/AU) for the Charter SELPA. Pursuant to the provisions of Education Code 56030 et seq., the RLA/AU shall receive and distribute regionalized service funds, provide administrative support and coordinate the implementation of the El Dorado Charter Local Plan for Special Education. The RLA/AU shall perform such services and functions required to accomplish the goals set forth in the plan, including development of the Annual Service and Budget Plan. In addition, pursuant to Education Code 56836.01(a)(b)(c) the SELPA RLA/AU will oversee the fiscal administration of the Annual Budget Plan and the allocation of state and federal funds allocated to the special education local plan area for the provision of special education and related services by those entities, in accordance with the Local and Allocation Plans approved by the CEO Council, and be responsible for the reporting and accounting requirements prescribed by this part.

17. Direct instructional program support that maybe provided by program specialists in accordance with *EC* Section 56368:

Reference Number:

Document Title:

Document Location:

Description:

A program specialist is a specialist who holds a valid special education credential, clinical services credential, health services credential, or a school psychologist authorization and has advanced training and related experience in the education of individuals with exceptional needs and a specialized in-depth knowledge in preschool disabilities, career vocational development, or one or more areas of major disabling conditions.

(b) A program specialist may do all the following:

- (1) Observe, consult with, and assist resource specialists, designated instruction and services instructors, and special class teachers.
- (2) Plan programs, coordinate curricular resources, and evaluate effectiveness of programs for individuals with exceptional needs.
- (3) Participate in each school's staff development, program development, and innovation of special methods and approaches.
- (4) Provide coordination, consultation and program development primarily in one specialized area or areas of his or her expertise.
- (5) Be responsible for assuring that pupils have full educational opportunity regardless of the district of residence.

(c) For purposes of Section 41403, a program specialist shall be

## Section B: Governance and Administration

SELPA Fiscal Year **Special Education Local Plan Area Services**

1. A description of programs for early childhood special education from birth through five years of age:

Reference Number: Document Title: Document Location: 

Description:

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

Reference Number: Document Title: Document Location: 

Description:

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3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Reference Number:

Document Title:

Document Location:

Description:

Before requesting a due process hearing, the Charter Chief Executive Officer or designee of the Charter LEA and a parent/guardian may agree to meet informally to resolve any dispute relating to the identification, assessment or education and placement of a student with disabilities. The Charter Chief Executive Officer or designee shall have the authority to resolve the dispute through an informal alternative dispute resolution (“ADR”) process. (Ed. Code § 56502) In addition, either party may file a request with the Superintendent of Public Instruction for a Pre- Hearing Mediation Conference (commonly referred to as “mediation only”) to be conducted by a person designated by the California Department of Education. Based on the Pre-Hearing Mediation Conference, the Charter Chief Executive Officer or designee may resolve the issue(s) in any manner that is consistent with state and federal law, and is to the satisfaction of both parties. (Education Code 56500.3) Attorneys may not attend the Informal ADR session or the Prehearing Mediation Conference. Attorneys may attend, or otherwise participate in, only those mediation conferences that are scheduled pursuant to a request for a due process hearing. (Ed. Code §§ 56500.3, 56501) If the parties do not resolve their dispute through Informal ADR and/or a Pre-Hearing Mediation Conference, either party may file a request for a due process hearing.

4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Reference Number:

Document Title:

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Document Location:

<https://charterselpa.org/governance/>  
<http://charterselpa.org/program-support/procedural-guide/>

Description:

The Charter Chief Executive Officer or designee shall follow SELPA procedures providing that parents/guardians, teachers, appropriate professionals, and others may refer an individual for assessment for special education services. Identification procedures shall be coordinated with school site procedures for referral of students with needs that cannot be met with modifications to the regular instructional program. (Ed. Code § 56302)

5. A description of the process being used to oversee and evaluate placements in nonpublic, nonsectarian schools and the method of ensuring that all requirements of each student's individualized education program are being met. The description shall include a method for evaluating whether the student is making appropriate educational progress:

Reference Number:

Document Title:

Document Location:

<https://charterselpa.org/governance/>  
<http://charterselpa.org/program-support/procedural-guide/>

Description:

Contracts with an NPS or NPA shall include an Individual Services Agreement ("ISA") negotiated for each student. ISAs shall be for the length of time for which NPS and/or NPA services are specified in the student's individualized education program ("IEP"), but not to exceed one year. Changes in educational instruction, services or placement shall be made only on the basis of revisions to the student's IEP. (Ed. Code § 56366.) The master contract shall specify the general administrative and financial agreements between the NPS or NPA and the Charter LEA to provide the special education and designated instruction and services, as well as transportation specified in the student's IEP. The administrative provisions of the master contract shall also include procedures for record keeping and documentation, and the maintenance of school records by the contracting charter LEA to ensure that the NPS provides appropriate high school graduation credit to the student. The contract may allow for partial or full-time attendance at the nonpublic nonsectarian school. (Ed. Code § 56366.) In order for a Charter LEA to contract with an NPS or NPA, the NPS and NPA must be certified as meeting state standards. (Ed Code § 56366.) A master contract may be terminated for cause with 20-days' notice. However, the availability of a public education program initiate during the period of the

## Section B: Governance and Administration

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master contract cannot give cause for termination unless the parent/guardian agrees to transfer the student to the public program. The master contract shall include a description of the process being utilized by the Charter LEA to oversee and evaluate placements in the NPS. This description shall include a method for evaluating whether the student is making appropriate educational progress. (Ed. Code 56366) The Charter CEO or designee of an elementary Charter LEA shall notify a high school district of all students placed in NPS or NPA programs prior to the annual review of the IEP for each student who may transfer to the high school district. (5 CCR § 3069.) When a special education student meets the district requirements for completion of prescribed course of study as designated in the student's IEP, the district which developed the IEP shall award the diploma. (5 CCR § 3070.)

6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in *EC 56026(c)(4)*) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (*EC Section 56040*)

It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (*EC Section 56041*)

Reference Number:

Document Title:

Document Location:

Description:



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are incarcerated in a county jail and remaining eligible for special education to assist in meeting their obligation. The SELPA may facilitate collaboration with the county jails as requested. Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. (Education Code 56303)



**AGREEMENT FOR PARTICIPATION**

**EL DORADO CHARTER SELPA**

This Agreement for Participation (“Agreement”) is entered into by and between the El Dorado Charter SELPA (“SELPA”), the El Dorado County Office of Education (“EDCOE”), and \_\_\_\_\_ (“LEA”), a California public charter school, collectively referred to as the “Parties.”

**RECITALS**

WHEREAS, each special educational local plan area is required to administer local plans submitted pursuant to Education Code section 56205 et seq., administer the allocation of funds pursuant to Education Code section 56836 et seq., and ensure that it has in effect policies, procedures, and programs that are consistent with state laws, regulations, and policies governing certain aspects of special education;

WHEREAS, a charter school that is deemed a local educational agency for purposes of special education is required to participate in an approved local plan pursuant to Education Code section 56195.1(f);

WHEREAS, LEA is a charter school that is deemed a local educational agency for purposes of special education pursuant to Education Code section 47641 and is responsible for complying with all provisions of the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) and implementing regulations as they relate to local educational agencies;

WHEREAS, the SELPA as authorized by the California State Board of Education serves as the special educational local plan area for California charter schools deemed local educational agencies pursuant to Education Code section 47641 that have successfully completed the SELPA membership process and have signed this Agreement for Participation (“Agreement”);

WHEREAS, EDCOE is designated in the local plan as the “responsible local agency” for the SELPA, which means the administrative entity, the duties of which shall include, but are not limited to, receiving and distributing state and federal special education funds pursuant to the allocation plan, providing administrative support, and coordinating implementation of the plan;

WHEREAS, the actions and decisions of the parties are guided by the values of:

1. Commitment – maintaining high standards for performance in student achievement, operations, governance and finance;
2. Integrity – adherence to moral and ethical principles in all aspects of the work;
3. Fairness – impartial and just treatment of all stakeholders;
4. Partnership – collaborative decision making and accountability;
5. Knowledge – understanding of charter school law and practice; and
6. Transparency- access to the information, decisions, and actions of the organization;

WHEREAS, the purpose of this agreement is to set forth the various responsibilities of LEA, EDCOE, and SELPA to ensure that all charter pupils with exceptional needs within the SELPA receive appropriate special education programs.



NOW, THEREFORE, IT IS HEREBY AGREED between the parties hereto as follows:

## **1. SHARED COMMITMENTS**

- 1.1. Resource Allocation. Parties shall demonstrate commitment to the promises set forth in this Agreement by allocating appropriate resources.
- 1.2. Standard of Conduct. Parties, at all times, shall conduct themselves in such a manner as to act in the best interests of all other SELPA members. The LEA shall not engage in any activity or enterprise which would tend to injure or expose the SELPA or any of its members to any significant risk of harm or injury of any kind.
- 1.3. Compliance. All parties to this agreement shall identify and comply with applicable laws, regulations, policies, procedures and generally accepted standards. Each party will address any identified compliance gaps in a responsible and timely fashion.
- 1.4. Continual Improvement. Parties are expected to continually improve by setting performance objectives, executing plans and taking necessary corrective actions for deficiencies identified by any and all internal and/or external assessments.
- 1.5. Accuracy of Business Records. Parties shall ensure that any and all financial books and records conform to generally accepted accounting principles and state reporting requirements. Records must be accurate in all material respects. Records must be legible, transparent, and reflect actual transactions and payments and be open to inspection by the other party upon a reasonable request.
- 1.6. Accuracy of Student Records. Parties shall ensure that any and all student records conform to prescribed formats. Records must be legible, transparent, reflect actual transactions and payments, and be accurate in all material respects. Records must be open to inspection and review by other parties with legitimate educational interest upon a request.
- 1.7. Documentation. Parties shall maintain documentation necessary to demonstrate compliance with this Agreement and compliance with applicable state and federal statutes and regulations.
- 1.8. Local and Allocation Plans. Parties agree to the provisions of the Local and Allocation Plans as updated and approved by the CEO Council.
- 1.9. Provision of Free and Appropriate Public Education. The LEA is solely responsible for the provision of special education programs and services to eligible students enrolled in the LEA. The Parties understand and agree that the SELPA or EDCOE shall have no responsibility for the operation of any direct educational program or service of any kind, that the SELPA has no duty or authority to provide FAPE to individual students, and that the SELPA has no duty or authority to make decisions regarding the educational programming of students enrolled in the LEA.

## 2. **LEA/ORGANIZATIONAL PARTNER RESPONSIBILITIES**

- 2.1 **Programs and Services.** The LEA is solely and exclusively responsible for the following mandated activities in order to operate its special education programs and services for students enrolled in the LEA. As such, the LEA shall:
- 2.1.1. Select, employ, compensate, and determine the duties of, or establish appropriate contracts for the provision of, special education teachers, instructional aides, and other personnel as required to conduct the program specified in the Local Plan, and in compliance with state and federal mandates.
  - 2.1.2. Conduct and/or contract those programs operated by the LEA in conformance with the Local Plan and the state and federal mandates.
  - 2.1.3. Organize and administer the activities of the IEP teams, including the selection of the LEA staff and who will serve as members of the IEP team in conformance with Education Code Section 56341 and in compliance with the Local Plan.
  - 2.1.4. Develop and implement program objectives and the evaluation of the program's effectiveness.
  - 2.1.5. Communicate with the parents and/or legal guardians of students in conformance with laws, regulations, and the provisions of the Local Plan.
  - 2.1.6. Provide for the documentation and reporting of assessment procedures used for the placement of individuals and the security thereof.
  - 2.1.7. Provide for the continuous review of placements and the assessment procedures employed to ensure their effectiveness and applicability, and ensure the continued implementation and compliance with eligibility criteria.
  - 2.1.8. Provide for the integration of students with disabilities into the general education school programs and provide for evaluating the results of such integration according to specifications of the Local Plan.
  - 2.1.9. Conduct the review of individual placements requested by the parents and/or legal guardians of the student in accordance with the Local Plan.
  - 2.1.10. Prepare and submit all required reports, including reports on student enrollment, program expenditures, and program evaluation.
- 2.2. **Fiscal Responsibilities.** Receive and expend special education funding in accordance with the Charter SELPA Allocation Plan. Organizational Partners affirm that any financial claim made by the SELPA against an LEA that is part of the Organizational Partner's network of LEAs will be honored by the Organization Partner.
- 2.3. **Restricted Funds.** As a condition of membership and participation in the SELPA, LEA warrants and represents that at no time during the term of this Agreement



and LEA's membership and participation in the SELPA shall the LEA, directly or indirectly, provide special education funding for the benefit of a for-profit entity. Unless altered by law, all funding provided through the Charter SELPA shall be treated as a restricted funding source to be expended only for special education or special education services. Nothing contained herein shall be interpreted as prohibiting any LEA from expending funds to contract with a state-certified nonpublic agency/school for the benefit of children served, in accordance with the approved master contract and individual services agreements as provided for in federal and state law.

- 2.4. Audit Report. Annually provide the SELPA with the LEA's annual, independent financial audit report, on or before December 20th each year, unless an extension has been granted by the State Controller's Office, in which case an extension will be granted to the charter as well. LEA further agrees to provide SELPA copies of any and all State Controller's Office communications regarding audit report corrective actions and a corrected audit report, if applicable. Should an LEA be the subject of an investigation by any federal, state, or local agency, including but not limited to the Fiscal Crisis Management and Assistance Team ("FCMAT") arising out of or related to allegations of fiscal mismanagement, failure to meet generally accepted accounting principles, or any violation of a provision of law, the LEA shall immediately notify SELPA and provide the SELPA with a copy of any written correspondence related thereto.
- 2.5. Membership Responsibilities. Adhere to governance structure within SELPA Local Plan and Policies, including designating appropriate representatives to serve on required councils and committees; ensure appropriate LEA representatives attend and participate in SELPA governance meetings as set forth in the Local Plan, Policies and Procedures.
- 2.6. Management Decisions. Consistent with this Agreement, LEA shall have full and exclusive authority and responsibility for classifying employment positions within their LEA. The managerial prerogatives of any participating LEA member shall not be infringed upon by any other participating LEA member except upon mutual consent of an affected LEA member(s), or unless as otherwise set forth. LEA shall not undertake to independently act on behalf of the SELPA or any of its members without express written authorization of the SELPA.
- 2.7. Participation. Ensure appropriate LEA representatives attend and participate in SELPA governance meetings and committees as set forth in the Local Plan, Policies and Procedures.
- 2.8. Reporting Requirements. Submit all required federal, state and SELPA reports and data requests in the prescribed format and at the specified due date. Upon written request by the SELPA, LEA shall provide any requested information, documents, writings, or information of any sort without delay, except as otherwise prohibited by law.
- 2.9. Indemnification and Hold Harmless. To the fullest extent allowed by law, LEA agrees to defend, indemnify, and hold harmless the SELPA and its individual other



members, EDCOE, the El Dorado County Superintendent of Schools, and each of their respective directors, officers, agents, employees, and volunteers (the Indemnified Parties), from any claim or demand, damages, losses or expenses (including, without limitation, reasonable attorney fees) that arise in any manner from an actual or alleged failure by LEA to fulfill one or more of the LEA member's obligations except to the extent that such suit arises from the SELPA, EDCOE, or the El Dorado County Superintendent of Schools' negligence.

### 3. **SELPA DUTIES AND RESPONSIBILITIES**

- 3.1 Services. In order to accomplish the goals set forth in the Local Plan, SELPA shall provide the following services and activities for the LEA:
- 3.1.1. Receive, compile, and submit required enrollment reports and compute all special education apportionments; receive data from LEA to compile and submit budgets for the programs and monitor the fiscal aspects of the program conducted, and receive the special education apportionments as authorized by applicable law.
  - 3.1.2. Maintain SELPA policies and procedures for referring and placing individuals with exceptional needs who are enrolled in the LEA, including the methods and procedures for communication with the parents and/or guardians of the students according to SELPA Local Plan, Policies and Procedures.
  - 3.1.3. Coordinate the organization and maintenance of the Special Education Community Advisory Committee ("CAC") to coordinate the implementation of the Local Plan and provide for the attendance of designated members of the SELPA's staff at all regularly scheduled CAC meetings as required by law.
  - 3.1.4. Coordinate community resources with those provided by LEA and SELPA, including providing such contractual agreements as may be required.
  - 3.1.5. Coordinate state Special Education Accountability Processes.
  - 3.1.6. Provide alternative dispute resolution supports and services.
  - 3.1.7. Develop interagency referral and placement procedures.
  - 3.1.8. Provide regular personnel development training sessions for LEA staff responsible for administering or delivering special education programs and services.
  - 3.1.9. Provide the method and forms to enable the LEA to report to the SELPA on student enrollment and program expenditures. Establish and maintain a pupil information system.
  - 3.1.10. Provide reasonable and appropriate technical assistance and information to the LEA upon request from LEA administration, including but not limited to:
    - 1. Evidenced Based Practices;
    - 2. Program Development and Improvement;



3. Individual cases;
4. State complaints;
5. Requests for due process mediation and hearing; and
6. Appropriate programs and services for specific pupils.

3.1.11. Perform other services reasonable and necessary to the administration and coordination of the Local Plan.

- 3.2. Governance. Organize and maintain the governance structure of the Local Plan, including various committees and councils to monitor the operations of the SELPA and make recommendations for necessary revisions, including, but not limited to, the Local Plan, Allocation Plan and Policies.
- 3.3. Data Reporting. Establish and maintain methods, timelines and forms to submit required federal, state and SELPA reports.
- 3.4. Public Meetings. Schedule public meetings for purposes of governance activities and adopting the Annual Service Plan and Budget Plan.
- 3.5. Fiscal Responsibilities. Receive, distribute, and oversee the expenditure of special education funds in accordance with federal and state regulations and the SELPA Allocation Plan.
- 3.6. Indemnification and Hold Harmless. The SELPA shall be held harmless and indemnify EDCOE and the El Dorado County Superintendent of Schools for any costs of any kind or nature arising out of or related to this agreement other than as specifically contemplated herein, except to the extent that such cost arises from EDCOE and the El Dorado County Superintendent of Schools' negligence.

#### **4. EDCOE DUTIES AND RESPONSIBILITIES**

- 4.1. The Parties understand that EDCOE is designated in the Local Plan as the "responsible local agency" for the SELPA. EDCOE shall receive and distribute state and federal special education funds pursuant to the Allocation Plan, provide administrative support, and coordinate implementation of the Local Plan in accordance with state and federal law.
- 4.2. EDCOE shall not be responsible for any LEA or SELPA obligations or duties of any kind or nature except as explicitly set forth in this agreement.

#### **5. TERMINATION OF THIS AGREEMENT AND PARTICIPATION IN SELPA**

- 5.1. LEA may terminate this Agreement and participation in the SELPA in its sole discretion at the end of the fiscal year next occurring after having provided prior written notice to the SELPA, as follows:
  - 5.1.1. Prior initial written notice of intended termination to the SELPA at least twelve (12) months and one (1) day in advance of date of termination; and
  - 5.1.2. Final written notice of termination to the SELPA no more than six (6) months after the LEA's initial notice of intended termination.
- 5.2. The SELPA may initiate and complete termination of this Agreement and LEA's participation in the SELPA in its sole discretion in accordance with the process and



standards in SELPA Policies. The SELPA will provide prior written notice to the LEA at least twelve (12) months as follows:

- 5.2.1. Prior initial written notice of intended termination to the LEA at least twelve (12) months and one (1) day in advance of date of termination, and
  - 5.2.2. Final written notice of termination to the LEA no more than six (6) months after the SELPA's initial notice of intended termination.
- 5.3. Specifically the timeline and process above does not preclude the SELPA from initiating and completing the termination process in less than 12 months or by June 30 of the year immediately preceding the summary termination, if the member demonstrates:
- 5.3.1. Egregious disregard of state and federal requirements to provide services to students; and/or
  - 5.3.2. Demonstrated systemic and material issues that would cause the SELPA to make a finding of "going concern" based on leadership, programmatic and/or fiscal solvency that would cause SELPA to reasonably believe the SELPA may be harmed by the continued membership of the LEA.

The standards and timeline as determined by the SELPA shall, at a minimum, provide the LEA a reasonable opportunity for prior written notice and an opportunity to be heard by the Membership Appeals Committee.

**6. DISPUTE RESOLUTION**

Should a dispute arise relating to the responsibility for service provision, governance activities, the distribution of funding, if a party believes that an action taken by the CEO Council will create an undue hardship, or that the action taken exceeds the authority granted to the CEO Council within the Local Plan and/or state or federal statute, the aggrieved party may request a review of the action with the appropriate governing body or CDE as appropriate.

**7. MUTUAL REPRESENTATIONS**

- 7.1. Authority and Capacity. The Parties have the authority and capacity to enter into this agreement.
- 7.2. Full Disclosure. All information heretofore furnished by the Parties for purposes of or in connection with this Agreement or any transaction contemplated hereby or thereby is true and accurate in all material respects on the date as of which such information is stated.
- 7.3. No Conflicts. Neither party is under any restriction or obligation that may affect the performance of its obligations under this agreement.
- 7.4. Enforceability. This Agreement constitutes a legal, valid, and binding obligation, enforceable against the Parties according to its terms.





**8. RESERVATION OF RIGHTS**

The Parties hereto agree that nothing contained in this Agreement or otherwise shall be deemed to have waived or modified any of their rights or remedies under the law.

**This agreement is entered into for the 2021-22 year and, absent a new agreement or termination, continues each year thereafter.**

Executed on this \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

In accordance with SELPA policy, \_\_\_\_\_,

[INSERT Charter LEA Name]

**certifies that this agreement has been approved by the appropriate local board(s).**

**LEA**

\_\_\_\_\_  
Date

\_\_\_\_\_  
**Signature of CEO of Charter LEA**

\_\_\_\_\_  
[PRINT CEO Name, Title]

**EL DORADO COUNTY OFFICE OF EDUCATION**

\_\_\_\_\_  
Date

\_\_\_\_\_  
Ed Manansala, Ed.D., Superintendent  
El Dorado County Office of Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
David M. Toston, Associate Superintendent  
SELPA Programs  
El Dorado County Office of Education

## Cover Sheet

### Approval of College Counselor Coordinator & Teachers on Special Assignments (TOSA) Position

**Section:** III. Action Items  
**Item:** B. Approval of College Counselor Coordinator & Teachers on  
Special Assignments (TOSA) Position  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Action Item B.pdf



Board Agenda Item #	III B: Action Item
Date:	January 21, 2021
To:	MPS Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Erdinc Acar, Chief Academic Officer
RE:	Approval of MPS College and Career Readiness Program and TOSA Coordinator Position

### **Proposed Board Recommendation**

I move that the board ratify the actions of the Magnolia CEO to approve the MPS College and Career Readiness Program and TOSA Coordinator Position.

### **Introduction**

MPS leadership team believes that our communities will greatly benefit from having a **College and Career Readiness Program Coordinator position** working closely with the College Counselors and Advisors. Magnolia Public Schools has five campuses with High School program. Each High School has a corresponding College Counselors serving students and families for college and career needs. Currently, the Chief Academic Officer coordinates all College and Career programs together with the school-based college counselors.

Many districts and schools also tap in to teacher expertise and skills **Teachers on Special Assignments (TOSA) leaders** to address the needs of other teachers and support the teaching force in professional growth as well as coordinate high quality instruction aligned with the CA standards and frameworks. MPS has many master teachers who can take this special assignment as a next level teacher leader assignment and career growth opportunity.

Therefore, we propose to establish a Home Office Academic Department position as:

**MPS College and Career Readiness (CCR) Program Coordinator position** to serve all ten school sites with the focus on developing a comprehensive approach of school-based college and career programs, business and community internships and work experiences that bring families, community and higher education partners and Magnolia Schools together to achieve this goal. *(See attached position description)*

**TOSA coordinator to create five school-based TOSA (Teacher on Special Assignment) assignments** to be filled from the existing staff and **managed by the CCR Program and TOSA coordinator** and the MPS Academics Department to serve for the following subject matter areas:

1. TOSA on History/Social Sciences
2. TOSA on Science and STEAM Enrichment
3. TOSA on Computer Science and Technology
4. TOSA on Electives (Spanish, Art, PE and other Electives)
5. TOSA on Elementary programs

With this position, we aim to better serve our communities and address MPS Board's expectations on

- Addressing college and career program and service needs with an objective of 100% Four-Year Cohort Graduation Rate and 100% UC/CSU A-G Course Completion Rate across all MPS. (CEO Academic/Accountability Metric #1) and,
- Strengthening MPS' standards-based curriculum complete with scope and sequences for all subjects taught at every existing and expected grade level that exceeds national academic standards. (CEO Academic/Accountability Metric #13)

### **Background**

Based on the board resolution adopted on July 23, 2020, the Board of Directors directed the following:

- The CEO is authorized to develop and implement a plan for re-opening schools (the "Plan") in Fall 2020 in accordance with guidance and/or directives from the chartering authority, and local, state or federal government officials, including, but not limited to, Relevant Authorities.
- The CEO or designee may hire additional employees or independent contractors as necessary or convenient for purposes of performing tasks recommended by Relevant Authorities or that the CEO deems necessary in their discretion to mitigate the actual or potential impacts of COVID-10.

The board resolution further provided that "all such expenditures shall be reported to the Board and ratified at the Board's next regularly scheduled meeting." The motion presented to the Board herein complies with this requirement.

Based on this, Mr. Rubalcava approved the College and Career Readiness Program and TOSA Coordinator Position to better serve the needs of our school communities.

### **Budget Implications**

Yearly salary and benefits for this position are estimated to be about \$120,000. The Home Office budget reserve will be utilized to fund this position.

### **Attachments (1)**

MPS College and Career Readiness Program and TOSA Coordinator Position Description



## **MPS College and Career Readiness Program and TOSA Coordinator**

**Position Summary:** Reporting to the Chief Academic Officer, the College and Career Readiness Coordinator leads to improving the MPS's College and Career Readiness programs and services to support the MPS goals of every student graduating from high school is college and career ready. The Coordinator develops a comprehensive approach of school-based college and career programs, business and community internships and work experiences that bring community and higher education partners and Magnolia Schools together to achieve this goal.

### **Essential Functions:**

- Oversees network wide college and career readiness programs for all schools, students in grades TK-12 and families.
- Supervises, guides and trains Magnolia Public Schools college counselors and advisors.
- Supports the development, implementation and evaluation of a structured TK-12 college and career readiness/awareness program.
- Recommends improvements and/or additions that enhance the efficiency and effectiveness of the CMO's college and career readiness efforts.
- Collaborates with the school and CMO staff to establish college and career readiness outcome measures of success.
- Serves as liaison to higher education partners.
- Monitors and evaluates graduation and college attrition and completion rates. Develops and revises policies, rules, and guidelines related to graduation requirements.
- Remains aware of CMO and community needs and initiates activities to meet those identified needs.
- Provides increased accountability by capturing and analyzing data to track student success.
- Provides guidance and support for CTE, SAT/ACT, AP and dual enrollment programs.
- Prepares reports and completes research on topics related to teaching and learning as assigned by Instructional directors.
- Actively supports school sites' career readiness programs, internships, and services at high schools and middle schools.
- Works with faculty, staff and students to develop and implement formal and informal student events and activities that enhance a college and career school culture.
- Provides and expands support for career readiness partners, including program advisory councils, local businesses, post-secondary partners, community-based organizations, city and county municipalities, students, teachers and parents.
- Provides leadership for scholarship and financial aid programs.
- Develop and implement curriculum for stand-alone college workshops for students and parents including: FAFSA and scholarship processes; transition to college workshops, and knowledge of post-secondary education; college days/nights; college readiness workshops for parents.
- Promotes strong relationships with students' families and care-givers that engage them in their child's education and school events.
- Track alumni data, postsecondary programs and coordinate network wide events for alumni.
- Other duties as needed

## Description of the Teacher on Special Assignment Coordinator Responsibilities

Supports K-12 teachers and student learning through professional development in the areas assigned. Coordination of support includes a variety of activities that engage teachers and students in CA State Standards, 21st Century academic skills, and college and career readiness to promote and develop critical thinking.

**MPS TOSA ESSENTIAL DUTIES AND RESPONSIBILITIES** include the following;

- Coordinate collaboration and professional development activities across all MPS schools. Specifically;
  - Hold grade level/span scope and sequence planning activities quarterly,
  - Support three MPS-wide PD (symposia) days
  - Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination
- Help selection of high quality and effective instructional materials and resources in alignment with CA Standards and Frameworks.
- Meet quarterly with the Academic Team and CAO to coordinate events and activities,
- Organize other network-wide activities and events as assigned.

### Qualifications:

- At least 2 years of experience in educational administration, business/nonprofit operations, career services and/or project management.
- 5 years of experience as a teacher, counselor or school administrator.
- Counseling experience preferred.

**Compensation:** \$95,000 plus benefits

# Cover Sheet

## Approval of MPS Wellness Policy

<b>Section:</b>	III. Action Items
<b>Item:</b>	C. Approval of MPS Wellness Policy
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Action Item C.pdf



Board Agenda Item #	III C: Action Item
Date:	January 21, 2021
To:	MPS Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Dr. Brenda D. Lopez, Director of Student Services and David Yilmaz, Chief Accountability Officer
RE:	MPS School Wellness Policy (revised)

### Proposed Board Recommendation

I move that the board approve the revised MPS School Wellness Policy.

### Previous Board Actions on the Agenda

The policy was adopted on December 14, 2017 and in order to be compliant with the United States Department of Agriculture (USDA) final rule of 2016 (final rule) the policy must be reviewed and if applicable revised every three years.

### Background

Each local educational agency that participates in the National School Lunch Program or other federal Child Nutrition programs is required by federal law to establish a local school wellness policy for all schools under its jurisdiction.

MPS has developed its wellness policy based on the model template provided by the Alliance for a Healthier Generation. This policy outlines MPS' approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in MPS have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus– in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school, including during distance learning;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness, including during distance learning;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school, including distance learning.



- The community is engaged in supporting the work of MPS in creating continuity between school and other settings for students and staff to practice lifelong healthy habits;
- MPS will coordinate the wellness policy with other aspects of school management, including the schools' LCAP, when appropriate; and
- MPS establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

MPS will convene a representative CMO-level wellness committee (hereto referred to as the MPS-WC) that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this CMO-level wellness policy (heretofore referred as "wellness policy"). Home Office staff suggest that the school wellness agenda be overseen by the academic board committee periodically. We have established a roster of MPS-WC members (Appendix A) and will continue to outreach to our stakeholders to expand that list.

Each MPS school will establish an ongoing School Wellness Committee (SWC) that convenes to review school-level issues, in coordination with the MPS-WC. Schools can choose to have their existing School Site Council (SSC) serve as the SWC, with the addition of representatives of the school nutrition program, physical education teachers, school health staff services staff, mental health and social services staff, and other health professionals.

It is our expectation that each SWC will evaluate their implementation of the policy annually and present it to the MPS board committee and to the full board at a regular board meeting and that the policy is reviewed and updated every three years by the board based on feedback and evaluation of the policy.

### **Triennial Assessments**

**In order to be compliant with the USDA final rule**, at least once every three years, MPS will assess the Local School Wellness Policy (LWP) by measuring:

- The extent to which MPS schools are in compliance with the wellness policy;
- The extent to which MPS' wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the MPS' wellness policy.

The following are highlights for the bulleted points above.

1. All MPS schools are in compliance with the wellness policy. Each MPS has a working SWC that meets quarterly. On an annual basis, the SWC conducts a wellness assessment and creates an action plan and shares it with stakeholders. Overall, the SWC has closely monitored the implementation of the wellness policy at the school sites. At the organization level MPS deans of students and school leads have annually evaluated the policy, discussed best practices and made recommendations.
2. MPS has developed its wellness policy based on the model template provided by the Alliance for a Healthier Generation and chose policy language that meets our current needs and also supports growth over time. Where appropriate, MPS used optional policy language to establish a stronger policy that meets the Healthy Schools Program Silver or Gold award levels.

3. The following is an organization-level summary of highlights from our triennial assessment process:
- A) Nutrition is a focus for all school sites and finding a balance when providing food options for students, the section at the top of mind is after school and fundraising. As an organization, each school has made a concerted effort to make available Smart snacks and incorporate non-food fundraisers. What has worked well is creating opportunities for staff to model healthy life choices, for example having a step challenge between staff to see who can add up the most steps using a pedometer to promote an active lifestyle. This challenge was extended to students and even families at some school sites. Promoting hydration was also a priority and having water accessible during learning even while physically distanced. The common themes to work on for school sites moving forward is to create more opportunities for professional development for staff to lead lessons on topics listed in the wellness policy, and to incorporate wellness activities during staff meetings. An action item across our schools is related to continuing to build connection during distance learning and promoting self-care for all stakeholders. The mental health and wellness component is essential to continue to strengthen because we know overall wellness includes the mind.
  - B) Revisions to the policy included adding topics to the list of suggested learning opportunities, i.e. students learn about alternative food options like gluten free, soy, etc. We also selected healthy sleep routines as a topic, this was motivated by feedback from the mental health and wellness survey stakeholders completed during the Fall 2020 semester. Stakeholders shared good quality of sleep was an area of need especially during a global pandemic. A critical update to the policy includes physical activity during distance learning and continuing to promote a healthy lifestyle when learning remotely.

#### Budget Implications

N/A

#### Attachments

- MPS School Wellness Policy & Appendix A
- Healthy Schools Program Framework of Best Practices
- Alliance for a Healthier Generation Model Wellness Policy Guide
- Healthy Schools Assessment Guide
- School Site Action Center Assessment
- Action Plans for each school site

MAGNOLIA PUBLIC SCHOOLS (MPS) WELLNESS POLICY

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## MAGNOLIA PUBLIC SCHOOLS (MPS) WELLNESS POLICY

*[Note: MPS has developed its wellness policy based on the model template provided by the Alliance for a Healthier Generation.]*

*[Note: This “Basic” district-level wellness policy template meets the minimum Federal standards for local school wellness policy implementation under the final rule of the [Healthy, Hunger-Free Kids Act of 2010](#), the Alliance for a Healthier Generation Healthy Schools Program Bronze-level award criteria, and minimum best practice standards accepted in the education and public health fields. Where appropriate, the template includes optional policy language school districts can use to establish a stronger policy that meets the Healthy Schools Program Silver or Gold award levels. School districts should choose policy language that meets their current needs and also supports growth over time] If you are using this tool to compare your policy against, you should include the language in italics as the strongest examples for comparison.*

### Preamble

Magnolia Public Schools (MPS) is committed to the optimal development of every student. MPS believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks.<sup>1,2,3,4,5,6,7</sup> Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students.<sup>8,9,10</sup> In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and

<sup>1</sup> Bradley, B, Green, AC. Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of 25 years of Evidence About the Relationship of Adolescents’ Academic Achievement and Health Behaviors, *Journal of Adolescent Health*. 2013; 52(5):523–532.

<sup>2</sup> Meyers AF, Sampson AE, Weitzman M, Rogers BL, Kayne H. School breakfast program and school performance. *American Journal of Diseases of Children*. 1989;143(10):1234–1239.

<sup>3</sup> Murphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3–36.

<sup>4</sup> Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. The relationship of school breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. *Archives of Pediatrics and Adolescent Medicine*. 1998;152(9):899–907.

<sup>5</sup> Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. *American Journal of Clinical Nutrition*. 1998; 67(4), 804S–813S.

<sup>6</sup> Rampersaud GC, Pereira MA, Girard BL, Adams J, Metz J. Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. *Journal of the American Dietetic Association*. 2005;105(5):743–760, quiz 761–762.

<sup>7</sup> Taras, H. Nutrition and student performance at school. *Journal of School Health*. 2005;75(6):199–213.

<sup>8</sup> MacLellan D, Taylor J, Wood K. Food intake and academic performance among adolescents. *Canadian Journal of Dietetic Practice and Research*. 2008;69(3):141–144.

<sup>9</sup> Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. Correlates of inadequate consumption of dairy products among adolescents. *Journal of Nutrition Education*. 1997;29(1):12–20.

<sup>10</sup> Neumark-Sztainer D, Story M, Resnick MD, Blum RW. Correlates of inadequate fruit and vegetable consumption among adolescents. *Preventive Medicine*. 1996;25(5):497–505.

extracurricular activities – do better academically.<sup>11,12,13,14</sup> Finally, there is evidence that adequate hydration is associated with better cognitive performance.<sup>15,16,17</sup>

This policy outlines MPS' approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in MPS have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus– in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of MPS in creating continuity between school and other settings for students and staff to practice lifelong healthy habits;
- MPS will coordinate the wellness policy with other aspects of school management, including the schools' LCAP, when appropriate; and
- MPS establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff and schools in MPS. Specific measurable goals and outcomes are identified within each section below.

## **I. School Wellness Committee**

### ***Committee Role and Membership***

MPS will convene a representative CMO-level wellness committee (hereto referred to as the MPS-WC) that meets at least four times per year to establish goals for and oversee school health and safety policies and

<sup>11</sup> Centers for Disease Control and Prevention. *The association between school-based physical activity, including physical education, and academic performance*. Atlanta, GA: US Department of Health and Human Services, 2010.

<sup>12</sup> Singh A, Uijtdewilligne L, Twisk J, van Mechelen W, Chinapaw M. *Physical activity and performance at school: A systematic review of the literature including a methodological quality assessment*. Arch Pediatr Adolesc Med, 2012; 166(1):49-55.

<sup>13</sup> Haapala E, Poikkeus A-M, Kukkonen-Harjula K, Tompuri T, Lintu N, Väistö J, Leppänen P, Laaksonen D, Lindi V, Lakka T. *Association of physical activity and sedentary behavior with academic skills – A follow-up study among primary school children*. PLoS ONE, 2014; 9(9): e107031.

<sup>14</sup> Hillman C, Pontifex M, Castelli D, Khan N, Raine L, Scudder M, Drollette E, Moore R, Wu C-T, Kamijo K. *Effects of the FITKids randomized control trial on executive control and brain function*. Pediatrics 2014; 134(4): e1063-1071.

<sup>15</sup> Change Lab Solutions. (2014). *District Policy Restricting the Advertising of Food and Beverages Not Permitted to be Sold on School Grounds*. Retrieved from <http://changelabsolutions.org/publications/district-policy-school-food-ads>

programs, including development, implementation and periodic review and update of this CMO-level wellness policy (heretofore referred as “wellness policy”).

The MPS-WC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff [e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [e.g., school counselors, psychologists, social workers, or psychiatrists]; school administrators (e.g., superintendent, principal, vice principal), school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (SNAP-Ed). To the extent possible, the MPS-WC will include representatives from each school building and reflect the diversity of the community.

Each MPS school will establish an ongoing School Wellness Committee (SWC) that convenes to review school-level issues, in coordination with the MPS-WC. Schools can choose to have their existing School Site Council (SSC) serve as the SWC, with the addition of representatives of the school nutrition program, physical education teachers, school health staff services staff, mental health and social services staff, and other health professionals. Refer to Appendix B for a list of SWC contacts.

### ***Leadership***

The Superintendent or designee(s) will convene the MPS-WC and facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy. Refer to Appendix A for a list of these individuals.

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy. Refer to Appendix A for a list of school level wellness policy coordinators.

## **II. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement**

### ***Implementation Plan***

MPS will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the [Healthy Schools Program online tools](#) to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation and generate an annual progress report.

This wellness policy and the progress reports can be found at: [www.magnoliapublicschools.org](http://www.magnoliapublicschools.org).

### ***Recordkeeping***

MPS will retain records to document compliance with the requirements of the wellness policy at the MPS Home Office and/or on its server. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods MPS uses to make stakeholders aware of their ability to participate on the MPS-WC;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

### ***Annual Notification of Policy***

MPS will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. MPS will make this information available via the CMO website and/or CMO-wide communications. MPS will provide as much information as possible about the school nutrition environment. This will include a summary of MPS' and schools' events or activities related to wellness policy implementation. Annually, MPS will also publicize the name and contact information of MPS/school officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

### ***Triennial Progress Assessments***

At least once every three years, MPS will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which MPS schools are in compliance with the wellness policy;

- The extent to which MPS' wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the MPS' wellness policy.

Refer to Appendix A for the position/person responsible for managing the triennial assessment and contact information.

The MPS-WC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

MPS schools will actively notify households/families of the availability of the triennial progress report.

### ***Revisions and Updating the Policy***

The MPS-WC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as MPS priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

### ***Community Involvement, Outreach and Communications***

MPS is committed to being responsive to community input, which begins with awareness of the wellness policy. MPS will actively communicate ways in which representatives of MPS-WC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for MPS. MPS will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. MPS will use electronic mechanisms, such as email or displaying notices on the MPS' and schools' websites, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. MPS will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that MPS and individual schools are communicating important school information with parents.

MPS will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. MPS will also use these mechanisms to inform the community about the availability of the annual and triennial reports.



### **III. Nutrition**

#### ***School Meals***

MPS is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All MPS schools participate in the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). MPS will explore other USDA child nutrition programs, such as the Fresh Fruit & Vegetable Program (FFVP), Special Milk Program (SMP), Summer Food Service Program (SFSP), Supper programs, or others. To the extent possible, MPS will also consider operating additional nutrition-related programs and activities including Farm to School programs, school gardens, Breakfast in the Classroom, Mobile Breakfast carts, Grab 'n' Go Breakfast, or others. All MPS schools are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (MPS offers reimbursable school meals that meet [USDA nutrition standards](#).)
- Promote healthy food and beverage choices using at least ten of the following [Smarter Lunchroom techniques](#):
  - Whole fruit options are displayed in attractive bowls or baskets (instead of chafing dishes or hotel pans).
  - Sliced or cut fruit is available daily.
  - Daily fruit options are displayed in a location in the line of sight and reach of students.
  - All available vegetable options have been given creative or descriptive names.
  - Daily vegetable options are bundled into all grab-and-go meals available to students.
  - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
  - White milk is placed in front of other beverages in all coolers.
  - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
  - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
  - Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
  - Student artwork is displayed in the service and/or dining areas.
  - Daily announcements are used to promote and market menu options.

In addition;

- Menus will be posted on the individual school websites, and will include nutrient content and ingredients.
- Menus will be created/reviewed by a Registered Dietitian or other certified nutrition professional.
- School meals are administered by a team of child nutrition professionals.
- The MPS child nutrition program will accommodate students with special dietary needs.
- Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated (meets Healthy Schools Program Gold-level criteria).
- Students are served lunch at a reasonable and appropriate time of day.
- Lunch will follow the recess period to better support learning and healthy eating.
- Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.
- MPS schools will implement at least four of the following five Farm to School activities (meets Healthy Schools Program Gold-level criteria):
  - Local and/or regional products are incorporated into the school meal program;
  - Messages about agriculture and nutrition are reinforced throughout the learning environment;
  - School hosts a school garden;
  - School hosts field trips to local farms; and
  - School utilizes promotions or special events, such as tastings, that highlight the local/ regional products.

### ***Staff Qualifications and Professional Development***

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the [USDA professional standards for child nutrition professionals](#). These school nutrition personnel will refer to [USDA's Professional Standards for School Nutrition Standards](#) website to search for training that meets their learning needs.

### ***Water***

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day\* and throughout every school campus\* ("school campus" and "school day" are defined in the glossary). MPS schools will make drinking water available where school meals are served during mealtimes.

In addition;

- Water cups/jugs will be available in the cafeteria if a drinking fountain is not present.
- All water sources and containers will be maintained on a regular basis to ensure good hygiene and health safety standards. Such sources and containers may include drinking fountains, water jugs, hydration stations, water jets and other methods for delivering drinking water.
- Students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

### ***Competitive Foods and Beverages***

MPS is committed to ensuring that all foods and beverages available to students on the school campus\* during the school day\* support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., “competitive” foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at: <https://www.fns.usda.gov/cn/tools-schools-focusing-smart-snacks> The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at on their website searching for [Smart Food Planner](#).

*[Note: In some cases, states have passed more stringent nutrition standards for competitive foods and beverages in addition to the USDA Smart Snacks in School nutrition standards. In these states, districts and schools must also comply with their state standards.]*

*[Note: Foods and beverages sold or served at MPS schools will meet both the federal requirements and the California nutrition standards.]*

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day\* [and *ideally, the extended school day\**] will meet or exceed both the USDA Smart Snacks standards and the California nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

### ***Celebrations and Rewards***

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards and the California nutrition standards, including through:

1. Celebrations and parties. MPS will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the [Alliance for a Healthier Generation](#) and from the [USDA](#).
2. Classroom snacks brought by parents. MPS will provide to parents a [list of foods and beverages that meet Smart Snacks nutrition standards](#).
3. Rewards and incentives. MPS will provide teachers and other relevant school staff a [list of alternative ways to reward children](#). Wellness Policy Coordinators will ensure that celebrations and rewards are consistent with nutrition policies and options. Foods and beverages will not be withheld as a punishment for any reason.

**Fundraising**

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus\* during the school day\*. MPS will make available to parents and teachers a list of healthy fundraising ideas [examples from the [Alliance for a Healthier Generation](#) and the [USDA](#)].

*Given the pervasiveness of food fundraisers in many schools and the wide availability of profitable, healthy fundraising options, MPS encourages the following for our schools:*

- *Schools will strive toward using only non-food fundraisers, and encourage those promoting physical activity (such as walk-a-thons, Jump Rope for Heart, fun runs, etc.).*
- *Fundraising during and outside school hours will sell only non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards. These fundraisers may include but are not limited to, donation nights at restaurants, cookie dough, candy and pizza sales, market days, etc. (Meets Healthy Schools Program Gold-level criteria)*

**Nutrition Promotion**

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.

MPS will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using [Smarter Lunchroom techniques](#); and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that MPS and individual schools may use are available at <https://foodplanner.healthiergeneration.org>.

**Nutrition Education**

MPS will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;

- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.

*In addition;*

- *In elementary schools, nutrition education will be offered at each grade level as part of a sequential, comprehensive, standards-based health education curriculum that meets state and national standards (meets Healthy Schools Program Silver/Gold-level criteria).*
- *All health education teachers will provide opportunities for students to practice or rehearse the skills taught through the health education curricula (meets Healthy Schools Program Silver/Gold-level criteria).*

### ***Essential Healthy Eating Topics in Health Education***

MPS will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from [MyPlate](#)
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products
- Understanding alternative food options like gluten free, soy, etc.
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- [The Dietary Guidelines for Americans](#)
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior

- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

### ***Food and Beverage Marketing in Schools***

MPS is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. MPS strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on school property that contains messages inconsistent with the health information MPS is imparting through nutrition education and health promotion efforts. It is the intent of MPS to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the MPS wellness policy.

Any foods and beverages marketed or promoted to students on the school campus\* during the school day\* will meet or exceed the USDA Smart Snacks in School nutrition standards and the California nutrition standards, such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.<sup>15</sup> This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, schools will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items are in compliance with the marketing policy.)
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the schools.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

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As the MPS/school nutrition services/Athletics Department/SSC/PTF reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the MPS wellness policy.

#### **IV. Physical Activity**

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement and MPS is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All MPS schools will be encouraged to participate in *Let's Move! Active Schools* ([www.letsmoveschools.org](http://www.letsmoveschools.org)) in order to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) **will not be withheld** as punishment for any reason. (This does not include participation on sports teams that have specific academic requirements.) In the same respect, physical activity will not be used to punish or discipline students. MPS will provide teachers and other school staff with a [list of ideas](#) for alternative ways to discipline students.

To the extent practicable, MPS will ensure that its grounds and facilities are safe and that equipment is available to students to be active. MPS will conduct necessary inspections and repairs.

*In addition;*

- *Through a formal joint- or shared-use agreement, indoor and outdoor physical activity facilities and spaces will be open to students, their families, and the community outside of school hours (meets Healthy Schools Program Gold-level criteria). [Change Lab Solutions](#) provides guidance regarding joint- or shared-use agreements.*
- *MPS will work with schools to ensure that inventories of physical activity supplies and equipment are known and, when necessary, will work with community partners to ensure sufficient quantities of equipment are available to encourage physical activity for as many students as possible.*

#### ***Physical Education***

MPS will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the "*Essential Physical Activity Topics in Health Education*" subsection). The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. MPS will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.



MPS encourages all our schools to offer physical education for at least 200 minutes for every 10 school days for students in grades 1-6 and at least 400 minutes for every 10 school days for students in grades 7-12. MPS schools will annually administer the California Physical Fitness Test (PFT) to students in grades 5, 7, and 9.

MPS' physical education program will promote student physical fitness through individualized fitness and activity assessments (via the [Presidential Youth Fitness Program](#) or other appropriate assessment tool) and will use criterion-based reporting for each student.

*In addition;*

- *Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions (meets Healthy Schools Program Silver-level criteria).*
- *All physical education teachers at MPS will be required to participate in at least a once a year professional development in education (meets Healthy Schools Program Silver-level criteria).*
- *All physical education classes at MPS are taught by licensed teachers who are certified or endorsed to teach physical education (meets Healthy Schools Program Gold-level criteria).*

### ***Essential Physical Activity Topics in Health Education***

MPS will strive to offer health education in all grades (elementary) and encourage middle and high school students to take and pass at least one Health Education course and/or Life Skills course and/or PE course that includes a health education curriculum. MPS schools will include in the health education curriculum a minimum of 12 of the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Healthy sleep routines
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids

- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.

### ***Recess (Elementary)***

All elementary schools will offer at least **20 minutes of recess** on all days during the school year. (This policy may be waived on early dismissal or late arrival days.) If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built into the recess transition period/time frame before students enter the cafeteria.

**Outdoor recess** will be offered when weather is feasible for outdoor play. Students will be allowed outside for recess except when outdoor temperature is above/below MPS-set temperature, inclusive of wind chill factors, during “code orange” or “code red” days, during storms with lightning or thunder, or at the discretion of the building administrator based on his/her best judgment of safety conditions.

In the event that the schools must conduct **indoor recess**, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable. (Each school will maintain and enforce its own indoor recess guidelines.)

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

### ***Classroom Physical Activity Breaks (Elementary and Secondary)***

MPS recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered **periodic opportunities** to be active or to stretch throughout the day on all or most days during a typical school week. MPS recommends teachers provide short (3-5-minute) physical activity breaks to students during and between classroom time at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

MPS will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks. Resources and ideas are available through [USDA](#) and the [Alliance for a Healthier Generation](#).

### ***Active Academics***

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.

MPS will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

### ***Physical Activity During Distance Learning***

It is important for students to remain active even when learning from home. Distance Learning presents a unique opportunity for students and staff to get moving in creative ways. MPS will encourage the use of physical activity during distance learning by promoting promising practices across the organization. Examples of promising practices include:

- During synchronous instruction, facilitation of movement breaks, at durations appropriate to the age of the students, to decrease sedentary behavior
- Weekly exercise logs to promote an active lifestyle
- Weekly activities, modeled by the teacher, where students record themselves performing the activity
- Motivational videos from elite athletes
- Fitness Testing: pre, mid, and post assessments
- Weekly PE classes with physical activities
- Physical movement breaks using GoNoodle, other videos, or teacher led movements
- Physical activities with outside organizations like the LA Clippers and LA Rams
- Step challenge for stakeholders (tracking daily steps and promoting increased activity)
- Healthy habits such as healthy options for snacks during brain breaks
- Establishing structured routines that include stretching and movement
- Educating students about the importance of healthy sleep patterns
- Contribute to and share the [MPS Padlet](#) (an online virtual “bulletin” board) housing resources focused on promoting healthy habits such as exercise, nutrition and self-care activities that can be accessed by a variety of stakeholders remotely
- Implement professional development for staff focused on integrating physical activities in the virtual classroom for students
- Implementing physical activities into weekly professional development meetings for staff.

### ***Before and After School Activities***

MPS schools will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. MPS will encourage students to be physically active before and after school by: physical activity clubs, physical activity in aftercare, intramurals or interscholastic sports, etc.

### ***Active Transport***

MPS will support active transport to and from school, such as walking or biking. MPS will encourage this behavior by engaging in *six or more* of the activities below; including but not limited to:

- Designate safe or preferred routes to school
- Promote activities such as participation in International Walk to School Week, National Walk and Bike to School Week

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- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students
- Promote safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Use crossing guards
- Use crosswalks on streets leading to schools
- Document the number of children walking and or biking to and from school
- Create and distribute maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

### **V. Other Activities that Promote Student Wellness**

MPS will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. MPS will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

MPS schools are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the MPS' curriculum experts.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the MPS-WC/SWC.

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

#### ***Community Partnerships***

MPS will develop, enhance, and continue relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

#### ***Community Health Promotion and Family Engagement***

MPS will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection, MPS will use electronic mechanisms (e.g., email or displaying notices on the schools' websites), as well as non-electronic mechanisms, (e.g., newsletters, presentations to parents or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

#### ***Staff Wellness and Health Promotion***

The MPS-WC will have a staff wellness representative that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff. Refer to Appendix A for the contact information of the staff wellness representative.

MPS schools will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. Examples of strategies schools will use, as well as specific actions staff members can take, include having fruit on the teacher's desk, drinking water in front of students, walking with students during recess/afterschool, participating in a PE class, setting personal health and wellness

goals, and more. MPS promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

*In addition;*

- *For all events with available food options, MPS will optimize healthy food options with a variety of choices and selections of healthy foods for a variety of dietary needs.*

***Professional Learning***

When feasible, MPS will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help MPS staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing school reform or academic improvement plans/efforts. Available resources to support staff wellness and education can also be accessed through the [Alliance for a Healthier Generation Action Center](#) and selecting training.

*Glossary:*

**Distance Learning** - instruction in which the pupil and instructor are in different locations and pupils are under the general supervision of a certificated employee of the local educational agency. Distance learning may include, but is not limited to, all of the following:

- (1) Interaction, instruction, and check-ins between teachers and pupils through the use of a computer or communications technology
- (2) Video or audio instruction in which the primary mode of communication between the pupil and certificated employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology
- (3) The use of print materials incorporating assignments that are the subject of written or oral feedback.

**Extended School Day** – the time during, before and afterschool that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

**School Campus** - areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

**School Day** – the time between midnight the night before to 30 minutes after the end of the instructional day.

**Synchronous Instruction** - a general term used to describe forms of education, instruction, and learning that occur at the same time, but not in the same place. The term is most commonly applied to various forms of televisual, digital, and online learning in which students learn from instructors, colleagues, or peers in real time, but not in person.

**Triennial** – recurring every three years.

**Appendix A: CMO-Level Contacts*****CMO-Level MPS-Wellness Committee (MPS-WC) Contacts***

The MPS-WC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff [e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [e.g., school counselors, psychologists, social workers, or psychiatrists]; school administrators (e.g., superintendent, principal, vice principal), school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (SNAP-Ed). To the extent possible, the MPS-WC will include representatives from each school building and reflect the diversity of the community.

Currently, the following members serve on the MPS-WC. MPS will strive to include more representatives from diverse backgrounds and update this list as new members join. Either as members of the MPS-WC or just as participants, MPS-WC would like to invite and involve the MPS community and the communities we serve to be partners in our wellness program, attend meetings to establish goals for and oversee school health and safety policies and programs, and review and update this wellness policy.

<b>Name</b>	<b>Title / Relationship to the School or MPS</b>	<b>Email address</b>	<b>Role on Committee</b>
Alfredo Rubalcava	CEO & Superintendent	arubalcava@magnoliapublicschools.org	Provides general oversight and policy guidance
Sandra Covarrubias	Board Member / Academic Board Committee Member	scovarrubias@magnoliapublicschools.org	Oversees School Wellness agenda on the board and board committee meetings
David Yilmaz	Chief Accountability Officer	dyilmaz@magnoliapublicschools.org	Updates policy drafts for review by the MPS-WC; assists in the evaluation of the policy implementation; assists with the triennial assessment
Erdinc Acar	Chief Academic Officer	eacar@magnoliapublicschools.org	Oversees nutrition education and physical education curriculum



## Student Policies

## School Wellness Policy

Dr. Brenda D. Lopez	Director of Student Services	blopez@magnoliapublicschools.org	Assists with the triennial assessment; assists in the evaluation of the policy implementation; coordinates the Deans of Students who lead the SWCs
Lydiett Vega	Executive Office Manager	lvega@magnoliapublicschools.org	Assists with the implementation of the USDA child nutrition programs; assists in the evaluation of the policy implementation
Veronica Romero	Elementary School Representative; Office Manager	vromero@magnoliapublicschools.org	Assists with the implementation of the USDA child nutrition programs; assists in the evaluation of the policy implementation, especially in elementary schools
Suat Acar	Chief Operations Officer	sacar@magnoliapublicschools.org	Oversees school facilities and budgets, and ensures equipment budget is available to students to be active
Arturo Prado	Secondary School Representative; Dean of Students	aprado@magnoliapublicschools.org	Assists in the implementation and evaluation of the policy
Each school has a representative that will be invited to join the quarterly meetings and currently serves as a School Wellness Committee member	Secondary School Representative; Physical Education Teacher	@magnoliapublicschools.org	Assists in the implementation and evaluation of the policy
Derya Hajmeirza	Staff Wellness Representative	dhajmeirza@magnoliapublicschools.org	Focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff

***School-Level Wellness Policy Coordinators***

<b>School</b>	<b>Name</b>	<b>Title</b>	<b>Email Address</b>
MSA-1	Jason Mertell	Dean of Students	jmertell@magnoliapublicschools.org
MSA-2	David Garner	Dean of Students	dgarner@magnoliapublicschools.org
MSA-3	Roy Thomas	Dean of Students	rthomas@magnoliapublicschools.org
MSA-4	Kamil Veli	Assistant Principal	kveli@magnoliapublicschools.org
MSA-5	Susan Khweiss	Discipline Coordinator	skhweiss@magnoliapublicschools.org
MSA-6	James Choe	Assistant Principal	jchoe@magnoliapublicschools.org
MSA-7	Gil Yoon	Assistant Principal	gyoon@magnoliapublicschools.org
MSA-Bell	Arturo Prado	Dean of Students	aprado@magnoliapublicschools.org
MSA-San Diego	Cornelio Egasani	Dean of Students	cegasani@magnoliapublicschools.org
MSA-Santa Ana	Maria Czerner-Rowell	Assistant Principal	mrowell@magnoliapublicschools.org

HEALTHY SCHOOLS PROGRAM  
**framework**  
of best practices





# HEALTHY STUDENTS LEARN BETTER.

**STUDIES SHOW HEALTHY STUDENTS PERFORM  
BETTER ON TESTS, ATTEND SCHOOL MORE OFTEN  
AND BEHAVE BETTER IN CLASS.**

The Alliance for a Healthier Generation believes every child deserves a healthy future. For more than a decade, Healthier Generation has been empowering kids to develop lifelong healthy habits by ensuring the environments that surround them provide and promote good health. Our Healthy Schools Program helps to create and sustain healthier school environments where students, especially those in greatest need, can learn more and flourish. The Program is an evidence-based initiative that creates healthy change in schools and is proven to have a positive impact on student health.

The Healthy Schools Program Framework of Best Practices identifies specific criteria for a healthy school environment and serves as a guide for policy and practice change. It aligns with the 2017 School Health Index, created by the Centers for Disease Control and Prevention (CDC), which reflects the Whole School, Whole Community, Whole Child model (WSCC). The WSCC model recognizes the connection between health and academic achievement and promotes an inclusive, school-wide approach to student health. The CDC retains the full comprehensive School Health Index at [cdc.gov/healthyYouth](https://www.cdc.gov/healthyYouth), addressing seven health topics: physical activity and physical education, nutrition, tobacco use prevention, alcohol and other drug use prevention, chronic health conditions (e.g., asthma and food allergies), unintentional injury and violence prevention (safety), and sexual health.

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**Schools.HealthierGeneration.org** hosts an assessment tool, which is a version of the School Health Index that addresses the health topics in the Healthy Schools Program Framework of Best Practices:



**Healthier Generation recommends that schools use the six-step process to implement the framework:**

- 1.** Convene a school wellness committee
- 2.** Assess your school's health environment using Healthier Generation's Healthy Schools Program assessment
- 3.** Develop an action plan based on what's important and achievable at your school
- 4.** Explore resources and tools available to help your school
- 5.** Take action to implement your plan and achieve your goals
- 6.** Celebrate your success and monitor your progress

Visit **Schools.HealthierGeneration.org** to access the assessment.

The background image shows two young girls in a kitchen. The girl on the right is in the foreground, looking towards the camera with a slight smile. She has long dark hair and is wearing a red shirt. The girl on the left is slightly behind and to the side, smiling and looking down. She is also wearing a red shirt. In the bottom left corner, a watermelon is visible. The entire image has a blue tint.

# HEALTHIER GENERATION IS WITH YOU EVERY STEP OF THE WAY

Behind the framework's best practices and evidence-based recommendations is a team of people ready to help you create and sustain a healthier school environment. Healthier Generation provides technical assistance, in-person and virtual trainings. To further assist with implementation, we also help you access and use state-of-the-art tools and resources, such as the Healthier Generation Store with Amazon Business, the Smart Food Planner, Virtual Training Center and more!

This framework, implementation tools, and our team help your school work toward Healthier Generation's National Healthy Schools Award, and in turn, a spot on our annual national list of America's Healthiest Schools. Schools that receive this prestigious award have transformed their environments into healthier places by meeting the criteria in this framework.

## BEST PRACTICES FOR Policy and Environment

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### **P0-1 Representative school health committee or team:**

School has a representative committee or team that meets at least four times a year and oversees school health and safety policies and programs.

### **P0-2 Written school health and safety policies:**

School or district has written health and safety policies that include the following components:

- Rationale for developing and implementing the policies
- Population for which the policies apply (e.g., students, staff, visitors)
- Where the policies apply (e.g., on and/or off school property)
- When the policies apply
- Programs supported by the policies
- Designation of person(s) responsible (e.g., school administrator(s), teachers) for implementing the policies
- Designation of person(s) responsible (e.g., school administrator(s), teachers) for enforcing the policies
- Communication procedures (e.g., through staff meetings, professional development, website, staff handbook, parent handbook) of the policies
- Procedures for addressing policy infractions
- Definitions of terms

### **P0-3 Local school wellness policy:** School has implemented all of the following components of the district's local wellness policy:

- Specific goals for nutrition education and promotion activities
- Specific goals for physical activity opportunities
- Specific goals for other school-based activities that promote student wellness
- Nutrition standards for all foods and beverages sold on the school campus during the school day that are consistent with Federal regulations for school meals and Smart Snacks in School (See page 15 for more information.)

- Standards for all foods and beverages provided, but not sold, to students during the school day (e.g., in classroom parties or classroom snacks brought by parents).
- Policies for marketing and advertising of only those foods and beverages that meet the USDA Smart Snacks in School nutrition standards on the school campus during the school day.
- Permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and review and update of the local school wellness policy.
- Identified one or more school district and/or school official(s) who have the authority and responsibility to ensure each school complies with the policy.
- Informed and updated the public (including parents, students and others in the community) about the local school wellness policy on an annual basis.
- At least once every three years, measure:
  - the extent to which schools are in compliance with the local school wellness policy,
  - the extent to which the local education agency's local wellness policy compares to model local school wellness policies, and
  - the progress made in attaining the goals of the local wellness policy and made this assessment available to the public.

### **P0-4 School start times (middle and high schools only):**

School day starts at 8:30 a.m. or later to promote sufficient sleep and improved health and academic performance.

### **P0-5 Health services provided by a full-time school nurse:**

School has a full-time, registered school nurse responsible for health services all day, every day.



## BEST PRACTICES FOR Policy and Environment

**P0-6 Counseling, psychological and social services provided by a full-time counselor, social worker and psychologist:** School has access to a full-time counselor, social worker, or psychologist for providing counseling, psychological and social services.

**P0-7 Parenting strategies:** School provides educational resources for families that address all of the following parenting strategies:

- Praising and rewarding desirable behavior
- Staying actively involved with children in fun activities
- Making time to listen and talk with their children
- Setting expectations for appropriate behavior and academic performance
- Sharing parental values
- Communicating with children about health-related risks and behaviors
- Making a small number of clear, understandable rules designed to increase level of self-management (e.g., routine household chores, homework, time spent using TV and computer)
- Consistently enforcing family rules with consequences (e.g., an additional chore, restricting TV/computer use for the evening)
- Monitoring children's daily activities (knowing child's whereabouts and friends)

- Modeling nonviolent responses to conflict
- Modeling healthy behaviors
- Emphasizing the importance of children getting enough sleep
- Providing a supportive learning environment in the home

**P0-8 Family engagement in school decision making:** Families have opportunities to be involved in school decision making for health and safety policies and programs.

**P0-9 Community involvement in school health initiatives:** School partners with local community organizations, businesses, or local hospitals to engage students and their families in health promotion activities.

**P0-10 Out-of-school programs:** School works with community-based, out-of-school programs (e.g., Boys & Girls Clubs, 21st Century Community Learning Centers, Parks and Recreation) to develop and implement routine activities that promote health\* for all participating students.

*\* Note: Routine activities that promote health refer to activities that are intended to improve student health status, such as health assessments, health education and physical activity/physical education.*



**"We modeled our policy after the suggestions offered by Healthier Generation. As a result, our entire district has a true, meaningful, and purposeful wellness policy that addresses every topic from student mental health, nutrition, physical activity, medical practices, and staff wellness."**

– **Hugh Brockway**, Physical Education Teacher,  
Lovettsville Elementary School, Virginia

## BEST PRACTICES FOR Nutrition Services

**NS-1 Breakfast and lunch programs:** School offers school meals\* (both breakfast and lunch) programs that are fully accessible to all students.

**NS-2 School breakfast:** School uses strategies to maximize participation in school breakfast program.

**NS-3 School lunch:** School provides multiple alternative points of sale for reimbursable meals, such as outside lines, kiosks, grab-and-go-options, reimbursable vending options, to maximize participation in the National School Lunch Program.

**NS-4 Variety of offerings in school meals:** School meals\* include a variety of offerings that meet six to eight of the following criteria:

### Lunch

- Go beyond the National School Lunch Program requirements to offer one additional serving per week from any of the 3 vegetable subgroups (e.g., dark green, red and orange, dry beans and peas)
- Offer a different fruit every day of the week during lunch (100% fruit juice can be counted as a fruit only once per week)
- Offer fresh fruit at least 1 day per week
- Offer foods that address the cultural practices of the student population
- Offer an alternative entrée option at least 1 time per week that is legume-based, reduced-fat dairy or fish-based (including tuna)
- Offer at least 3 different types of whole grain-rich food items each week

### Breakfast

- Offer at least 3 different fruits and vegetables each week (100% fruit juice can be counted as a fruit only once per week)
- Offer fresh fruit at least 1 day per week

*\*A school meal is a set of foods that meets school meal program regulations. This does not include à la carte offerings.*

**NS-5 Promote healthy food and beverage choices and school meals using marketing and merchandising techniques:** Healthy food and beverage choices are promoted through 10 or more of the following techniques:

- A variety of mixed whole fruits are displayed in nice bowls or baskets (instead of stainless steel pans)
- Fruit is offered in at least two locations on all service lines, one of which is right before each point of sale (POS)
- Vegetables are offered on all serving lines
- At least one vegetable is identified as the featured vegetable-of-the-day and is labeled with a creative, descriptive name at the point of selection
- Place pre-packed salads or salad bar, if available, in a high traffic area
- Label pre-packaged salads or salad bar choices with creative, descriptive names and display next to each choice

## BEST PRACTICES FOR Nutrition Services

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- Self-serve salad bar tongs, scoops and containers are larger for vegetables and smaller for croutons, dressing, and other non-produce items
- White milk is displayed in front of other beverages in all coolers
- 1% or non-fat white milk is identified as the featured milk and is labeled with a creative, descriptive name
- Cafeteria staff politely prompt students who do not have a full reimbursable meal to select a fruit or vegetable
- Signs show students how to make a reimbursable meal on any service line
- Alternative entrée options (salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas
- Cafeteria staff smile and greet students upon entering the service line and continually throughout meal service
- Students, teachers or administrators announce today's menu in daily announcements
- A monthly menu is posted in the main office
- Information about the benefits of school meals is provided to teachers and administration at least annually
- Brand, name and decorate the lunchroom in a way that reflects the student body
- Conduct a taste test of a new entrée at least once a year

**NS-6 Annual continuing education and training requirements for school nutrition services staff:** All school nutrition program directors, managers and staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements. (Topics covered may include, but are not limited to, food safety and HACCP, nutrition standards updates in school meals, food sensitivities and allergies, purchasing and procurement, meal counting and claiming, customer service or food production techniques.)

**NS-7 Venues outside the cafeteria offer fruits and vegetables:** Most or all venues outside the cafeteria (e.g., vending machines, school stores, canteens, snack bars or snack or food carts) where food is available offer fruits and non-fried vegetables.

**NS-8 Collaboration between nutrition services staff members and teachers:** School nutrition services staff members use three or more of the following methods to collaborate with teachers to reinforce nutrition education lessons taught in the classroom:

- Participate in design and implementation of nutrition education programs
- Display educational and informational materials that reinforce classroom lessons
- Provide food for use in classroom nutrition education lessons
- Provide ideas for classroom nutrition education lessons
- Teach lessons or give presentations to students
- Tasting party in collaboration with classroom teacher
- Presentation on nutrition and food services to PTA/PTSA/PTO
- Sports nutrition – collaboration with coaches
- Classroom tour of cafeteria or meet and greet with school nutrition staff

**NS-9 Student and family involvement in the school meal programs and other foods and beverages sold, served, and offered on school campus:** Students and family members have opportunities to provide both suggestions for school meals and other foods and beverages sold, served, and offered on school campus and feedback on the meal programs and other foods and beverages sold, served and offered on school campus.

## BEST PRACTICES FOR **Nutrition Services**

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**NS-10 Prohibit using food as reward or punishment:** School prohibits giving students food as a reward and withholding food as punishment. This prohibition is consistently followed.

**NS-11 Adequate time to eat school meals:** Students have at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they are seated.

**NS-12 Farm to School activities:** School is implementing four to five of the following Farm to School activities:

- Local and/or regional products are incorporated into the school meal program

- Messages about agriculture and nutrition are reinforced throughout the learning environment
- School hosts a school fruit or vegetable garden
- School hosts field trips to local farms
- School utilizes promotions or special events, such as tastings, that highlight the local/regional products
- School hosts a farmer's market (student and parent involvement)
- Menu states local product(s) being served
- Local farmers/producers participate in career day activities

**"Students are not rewarded with candy and sweets, but rather with 'Bull Dog Bucks' that can be spent on toys, books and extra playing time."**

—Doretha Pearson, Student Wellness Coordinator,  
Normandy Schools Collaborative, Missouri



## BEST PRACTICES FOR Smart Snacks

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- SS-1 USDA's Smart Snacks in School nutrition standards\* (foods sold during the school day):** All competitive foods sold to students during the school day meet or exceed the USDA's Smart Snacks in School nutrition standards. This includes à la carte, vending, school stores, snack or food carts, and any food-based fundraising (school follows fundraising exemptions and guidance set by their state agency, which also must adhere to the federal Smart Snacks in School nutrition standards).
- SS-2 USDA's Smart Snacks in School nutrition standards\* (beverages sold during the school day):** All competitive beverages sold to students during the school day meet or exceed the USDA's Smart Snacks in School nutrition standards. This includes à la carte, vending, school stores, snack or food carts, and any food-based fundraising (school follows fundraising exemptions and guidance set by their state agency, which also must adhere to the federal Smart Snacks in School nutrition standards).
- SS-3 Food and beverage marketing:** School limits food and beverage marketing on school campus to foods and beverages that meet or exceed the USDA's Smart Snack in School nutrition standards. This may include, but is not limited to, marketing and branding in cafeterias, hallways, common spaces, classrooms, staff lounges or school stores; and on snack or food carts, vending machine exteriors, display racks, food or beverage cups or containers, coolers, athletic equipment and sports bags.
- SS-4 USDA's Smart Snacks in School nutrition standards\* (served and offered during the school day):** All foods and beverages served and offered to students during the school day meet or exceed the USDA's Smart Snacks in School nutrition standards. This includes snacks that are not part of a federally reimbursed child nutrition program, birthday parties, holiday parties and school-wide celebrations.
- SS-5 USDA's Smart Snacks in School nutrition standards\* (sold during the extended school day):** All foods and beverages sold to students during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards. This includes vending machines, school stores and snack or food carts.
- SS-6 USDA's Smart Snacks in School nutrition standards\* (served and offered during the extended school day):** All foods and beverages served and offered to students during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards. This includes snacks that are not part of a federally reimbursed child nutrition program, birthday parties, holiday parties, and school-wide celebrations.
- SS-7 USDA's Smart Snacks in School nutrition standards\* (fundraising):** Fundraising efforts during and outside school hours sell only non-food items or only foods and beverages that meet or exceed the USDA's Smart Snacks in School nutrition standards. This may include, but is not limited to, donation nights; cookie dough, candy, and pizza sales; and market days.

**"Healthy food choices are promoted in the lunchroom and during special activities. A variety of fruits and vegetables are offered for breakfast and lunch and are accessible to all students and staff."**

– Stephen Caropreso, Assistant Principal, Palmer Elementary School, Illinois

## BEST PRACTICES FOR **Smart Snacks**

### **\*Smart Snacks in School – Nutrition Standards for Food**

#### **Any food sold in schools must:**

- ✓ Be a grain product that contains 50% or more whole grains by weight or have whole grains as the first ingredient; or
- ✓ Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food (e.g., beans, eggs, poultry, meat, nuts, seeds, etc.); or
- ✓ Be a combination food that contains at least ¼ cup of fruit and/or vegetable

#### **Foods must also meet several nutrient requirements:**

#### **Calorie limits:**

- Snack items: ≤ 200 calories
- Entrée items: ≤ 350 calories

#### **Sodium limits:**

- Snack items: ≤ 200 mg
- Entrée items: ≤ 480 mg

#### **Fat limits:**

- Total fat: ≤35% of calories
- Saturated fat: < 10% of calories
- Trans fat: zero grams

#### **Sugar limit:**

- ≤ 35% of weight from total sugars in foods

### **\*Smart Snacks in School – Nutrition Standards for Beverages**

#### **All schools may sell:**

- Plain water (with or without carbonation)
- Unflavored or flavored low-fat or fat free milk and milk alternatives permitted by NSLP/SBP
- 100% fruit or vegetable juice
- 100% fruit or vegetable juice diluted with water (with or without carbonation), and no added sweeteners

*There is no portion size limit for plain water. Middle schools and high schools may sell up to 12-ounce portions of milk and juice.*

#### **Additional options for high school:**

- Calorie-free beverages that are labeled to contain <5 calories per 8 fluid ounces or <10 calories per 20 fluid ounces in up to 20 ounce portions
- Lower-calorie beverages with < 40 calories per 8 fluid ounces, or < 60 calories per 12 ounces in up to 12 ounce portions

Go to <https://foodplanner.healthiergeneration.org/calculator> to determine if your food or beverage is Smart Snacks in School compliant!

## BEST PRACTICES FOR Health and Physical Education

**HPE-1 Minutes of physical education per week (elementary schools only):** All students in each grade receive physical education for at least 150 minutes per week throughout the school year.

**HPE-2 Years of physical education (middle and high schools only):** Students are required to take the equivalent to all academic years of physical education.

**HPE-3 Sequential physical education curriculum consistent with standards:** All teachers of physical education use an age-appropriate, sequential physical education curriculum that is consistent with national or state standards for physical education (see National Standards).

**HPE-4 Students active at least 50% of class time:** Teachers keep students moderately to vigorously active for at least 50% of the time during most or all physical education class sessions.

**HPE-5 Professional development for physical education teachers:** All teachers of physical education are required to participate at least once a year in professional development in physical education.

**HPE-6 Information and materials for physical education teachers:** All teachers of physical education are provided with the following information and materials to assist in delivering physical education:

- Goals, objectives, and expected outcomes for physical education
- A chart scope and sequence for instruction
- A written physical education curriculum
- A plan for assessing student performance
- Physical activity monitoring devices, such as pedometers, heart rate monitors
- Internet resources, such as SHAPE America online tools and resources or PE Central
- The Presidential Youth Fitness Program
- Protocols to assess or evaluate student performance in physical education
- Learning activities that increase the amount of class time students are engaged in moderate-to-vigorous physical activity

### NATIONAL STANDARDS FOR PHYSICAL EDUCATION

**A physically literate individual:**

1. Demonstrates competency in a variety of motor skills and movement patterns.

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2. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

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3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

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4. Exhibits responsible personal and social behavior that respects self and others.

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5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

National Standards & Grade-Level Outcomes for K-12  
Physical Education (SHAPE America & Human Kinetics, 2014)

- Learning activities that actively engage students with long-term physical, medical, or cognitive disabilities in physical education

**HPE-7 Licensed physical education teachers:** All physical education classes are taught by licensed teachers who are certified or endorsed to teach physical education.

**HPE-8 Health education taught in all grades (elementary schools only):** Students receive health education instruction in all grades.

**HPE-9 Required health education course (middle and high schools only):** School or district requires all students to take and pass at least one health education course. *If your school has more than four grade levels (e.g. 7-12) your school must require all students to take and pass at least two health education courses.*



## BEST PRACTICES FOR Health and Physical Education

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### HPE-10 **Essential topics on physical activity:**

Health education curriculum addresses most of the following topics on physical activity:

- The physical, psychological or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout, and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while physically active
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity

### HPE-11 **Essential topics on healthy eating:** Health education curriculum addresses most of these essential topics on healthy eating:

- The relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate

- Reading and using USDA's food labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products
- Choosing foods that are low in fat, saturated fat and cholesterol do not contain trans fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Social influences on healthy eating, including media, family, peers, and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to take steps to achieve the personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

HPE-12 **Opportunities to practice skills:** All teachers of health education provide opportunities for students to practice or rehearse the skills needed to maintain and improve their health.

## BEST PRACTICES FOR Physical Activity

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**PA-1 Recess (elementary schools only):** Students are provided at least 20 minutes of recess during each school day, and teachers or recess monitors encourage students to be active.

**PA-2 Availability of physical activity breaks in classrooms:** All students are provided opportunities to participate in physical activity breaks in classrooms—outside of physical education, recess, and class transition periods—on all or most days during a typical school week.

*Physical activity breaks are actual breaks that occur in academic classrooms allowing students to take a mental and physical break from current academic tasks. These breaks can occur at any time during the school day, last for 5-30 minutes, and occur all at once or several times during school day.*

**PA-3 Promotion or support of walking and bicycling to and/or from school:** School promotes or supports walking and bicycling to school in six or more of the following ways:

- Designation of safe or preferred routes to school
- Promotional activities such as participation in International Walk to School Week, National Walk and Bike to School Week
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students
- Promotion of safe routes program to students, staff and parents via newsletters, websites, local newspaper
- Crossing guards
- Crosswalks on streets leading to schools
- Walking school buses
- Documentation of number of children walking and or biking to and from school
- Creation and distribution of maps of school environment (sidewalks, crosswalks, roads, pathways, bike racks, etc.)

**PA-4 Availability of before and/or after school physical activity opportunities:** School offers opportunities for all students to participate in physical activity either before and/or after the school day, for example, through organized physical activities (such as physical activity clubs, intramural sports, before school physical activities).

**PA-5 Professional development for classroom teachers:** All classroom teachers are required to participate at least once a year in professional development on promoting and integrating physical activity in the classroom.

**PA-6 Prohibit using physical activity as punishment:** School prohibits using physical activity and withholding physical education class as punishment. This prohibition is consistently followed.

*Please do not consider issues related to participation in interscholastic sports for this best practice.*

**PA-7 Prohibit withholding recess as punishment (elementary schools only):** School prohibits withholding recess as punishment. This prohibition is consistently followed.

**PA-8 Access to physical activity facilities outside school hours:** Indoor and outdoor physical activity facilities are open to students, their families and the community outside school hours.

*Making facilities open and available to students, their families, and the community outside of school hours can be conducted as a regular practice or through a formal, written joint or shared-use agreement. A joint-use or shared-use agreement is a formal agreement between a school or school district and another public or private entity to jointly use either school facilities or community facilities to share costs and responsibilities.*

**"Having our students meet in the gym before school to walk and dance has helped them get energized to begin the school day."**

– Michael Morales, Physical Education Teacher, Christa McAuliffe Elementary School, Texas



## BEST PRACTICES FOR **Employee Wellness**

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**EW-1 Health assessments for staff members:**

School or district offers staff members accessible and free or low-cost health assessments at least once a year.

**EW-2 Programs for staff members on physical activity/fitness:** School or district offers staff members accessible and free or low-cost physical activity/fitness programs.

**EW-3 Programs for staff members on healthy eating/weight management:** School or district offers staff members healthy eating/weight management programs that are accessible and free or low-cost.

**EW-4 Promote staff member participation:**

School or districts use three or more methods to promote and encourage staff member participation in its health promotion programs.

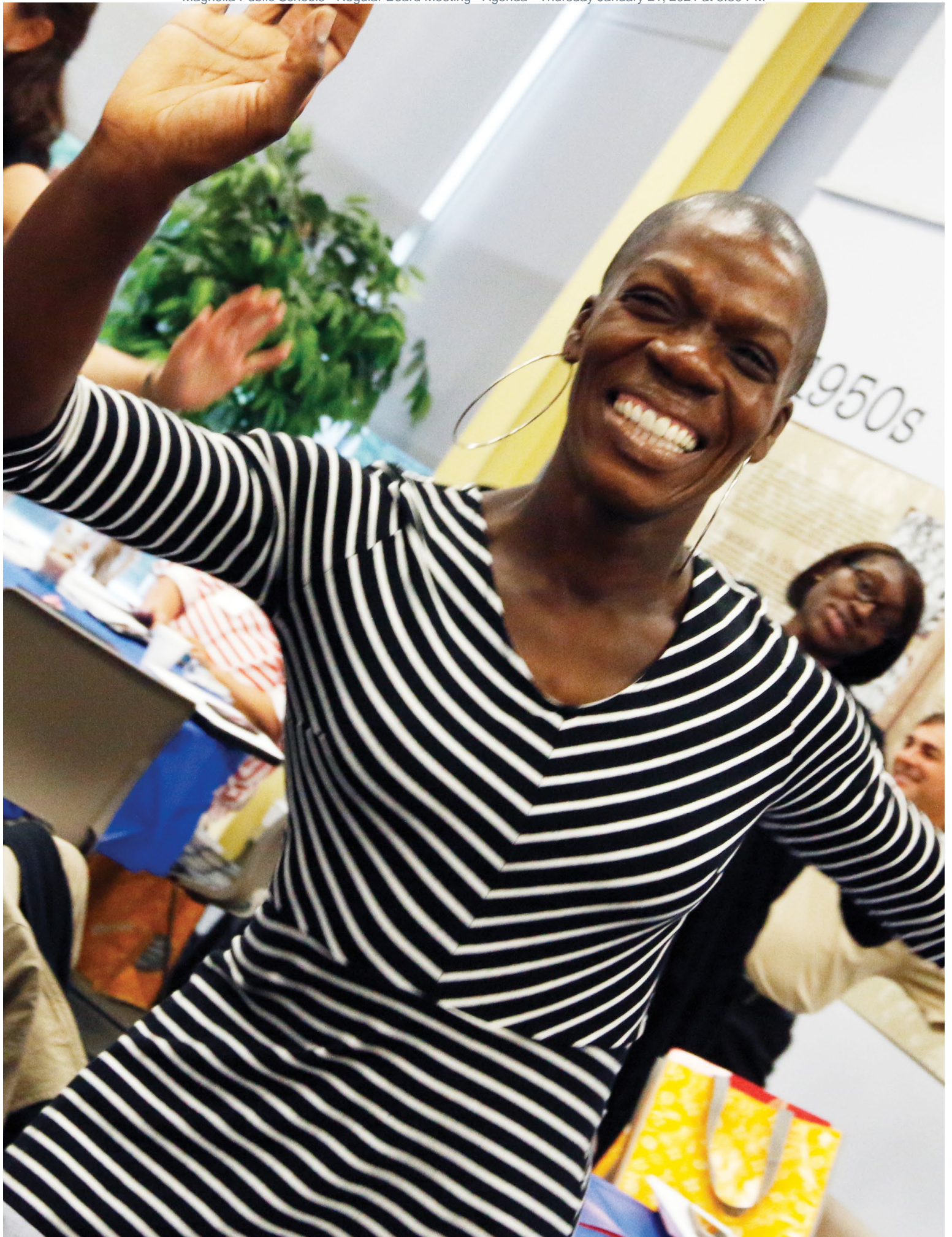
**EW-5 Stress management programs for staff:**

School or district offers staff members accessible and free or low-cost stress management programs at least once a year.

**EW-6 USDA's Smart Snacks in School nutrition standards (foods and beverages served and sold to staff):** All foods and beverages served and sold at staff meetings, school-sponsored staff events, and in the staff lounge meet USDA Smart Snacks in School nutrition standards. (See page 15.)

**"We've given them the tools they need, and they share ideas with each other. Now, everyone is on board! I walk down the hall and see teachers doing Zumba® with their students."**

– **Susanne Carpenter**, Principal, Atherton Elementary School, Michigan



# Glossary

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The following terms appear in the Healthy Schools Program Framework of Best Practices. The definitions are intended to clarify terms and assist schools in effectively interpreting criteria.

**À la carte:** a set of foods offered for sale from which students can choose individual items that are not usually counted as part of a reimbursable meal

**At least 50% of class time:** at least half of the total time scheduled for a physical education class session

**Competitive foods and beverages:** are those outside the federal school meals programs. They include those offered in vending machines, à la carte, school stores, snack bars, canteens, classroom parties, classroom snacks, school celebrations, fundraisers, or school meetings. These foods and beverages are required to meet science-based nutrition standards, as published by the USDA and required by the Healthy Hunger-Free Kids Act of 2010 and are often referred to as “Smart Snacks.” (See also Smart Snacks in School.)

**Culturally appropriate activities and examples may include:**

- highlighting the contributions and skills of diverse groups of people (e.g., diversity in race, ethnicity, sex, gender identity, sexual orientation, religion, physical or mental ability, appearance, other personal characteristics)
- acknowledging, respecting, and appreciating student diversity
- validating and building students’ self-esteem and sense of culture and national background
- strengthening students’ skills to engage in intercultural interactions
- not stigmatizing or stereotyping individuals or groups
- building on the cultural resources of families
- featuring diverse groups of people in materials and presentations

**Environment:** the physical and aesthetic surroundings and the psychosocial climate and culture of the school; factors that influence the physical environment include the school building and the area surrounding it, any biological or chemical agents that are detrimental to health, and physical conditions such as temperature, noise, and lighting; the psychological environment

includes the physical, emotional, and social conditions that affect the well-being of students and staff

**Extended school day:** time during before and after school activities that includes clubs, intramural sports, band and choir practice, drama rehearsals, etc.

**Fully accessible:** the school (1) offers free and reduced-price meals for students who meet income requirements in a way that ensures these students are not identified by other students as recipients of these programs and (2) coordinates class and bus transportation schedules so that all students can eat breakfast and lunch at school

**Health assessments** might include:

- height and weight
- blood pressure
- cholesterol level
- blood sugar level
- physical activity participation
- dietary habits
- tobacco use
- alcohol and substance use
- safety (e.g., seat belts, helmets, smoke alarms, drinking and driving, coercive or abusive relationships)
- mental health

**Health education:** a planned, sequential, K-12 curriculum that addresses the physical, mental, emotional, and social dimensions of health; designed to motivate and assist students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors; allows students to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills, and practices; comprehensive curriculum includes a variety of topics such as personal health, family health, community health, consumer health, environmental health, sexuality

## Glossary

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education, mental and emotional health, injury prevention and safety, nutrition, prevention and control of disease, and substance use and abuse; provided by qualified, trained teachers

**Moderately to vigorously active:** engaging in physical activity that is equal in intensity to or more strenuous than fast walking; activities that cause an increase in heart rate, breathing, and body temperature

**National/state standards for physical education:** content standards that define what a student should know and be able to do as result of a quality health education or physical education program and that provide a framework for developing realistic and achievable expectations for student performance at every grade level

**Nutrition Services:** involve access to a variety of nutritious and appealing meals that accommodate the health and nutrition needs of all students. School nutrition programs reflect the U.S. Dietary Guidelines for Americans and other criteria to achieve nutrition integrity. The school nutrition services offer students a learning laboratory for classroom nutrition and health education and serve as a resource for linkages with nutrition-related community services. School nutrition services also operate Federal Child Nutrition Programs, such as the National School Lunch Program (NSLP) and School Breakfast Program (SBP).

**Outside school hours:** the time before and after school and during evenings, weekends and school vacations

**Physical activity breaks:** actual breaks that occur in the academic classroom, allowing students to take a mental and physical break from current academic tasks. These breaks can occur at any time during the school day, last from 5– 30 minutes, and occur all at one time or several times during the school day (e.g., brain breaks, energizers, classroom activity breaks, etc.).

**Physical education:** structured physical education classes or lessons, not physical activity breaks or recess and not substitution of participation in a sport team, Reserve Officers' Training Corps (ROTC), marching band, etc., for physical education course credit; is a planned, sequential, K-12 curriculum that provides cognitive content and learning experiences in a variety of activity areas, such as basic movement skills; physical fitness; rhythm and dance; games; team, dual,



and individual sports; tumbling and gymnastics; and aquatics; quality physical education should promote each student's optimum physical, mental, emotional, and social development, including sports and activities that all students enjoy and can pursue throughout their lives. Physical education is provided by qualified, trained teachers.

**Policies:** are legal codes, rules, standards, administrative orders, guidelines, mandates, resolutions, or protocols. Policies are usually developed at the school district or state level and implemented at the school level.

**Professional development:** is the systematic process used to strengthen the professional knowledge, skills and attitudes of those who serve youth to improve the health, education and well-being of youth. It is consciously designed to actively engage learners and includes the planning, design, marketing, delivery, evaluation and follow-up of professional development offerings (events, information sessions and technical assistance).

**Representative:** may include school administrators, health education teachers, physical education teachers, mental health or social services staff members, nutrition services staff members, health services staff members, maintenance and transportation staff members, students, parents, community members, local health departments or organizations, faith-based organizations, businesses and local government representatives

# Glossary



**Sequential curriculum:** a curriculum that builds on concepts taught in preceding years and provides opportunities to reinforce skills across topics and grade levels

**Skills needed to maintain and improve health include:**

- developing critical thinking and problem solving skills
- decision-making and assessing consequences of decisions
- developing communication skills
- developing refusal skills
- expressing feelings in a healthy way
- articulating goals to be healthy
- accessing valid and reliable health information
- identifying and countering health-compromising marketing strategies (e.g., tobacco or coping with difficult personal situations such as negative peer pressure and family changes)

- managing anger
- building positive relationships
- reading food labels
- planning healthy snacks
- developing a safe, individualized physical activity plan
- wearing and correctly using protective equipment (e.g., bicycle helmet, seat belt, eye protection)

**Smart Snacks in School:** are a set of science-based nutrition standards for all foods and beverages sold to students on the school campus during the school day, which is defined as the midnight before to 30 minutes after the end of the school day. These standards, published by the USDA and required by the Healthy Hunger-Free Kids Act of 2010, went in to effect July 1, 2014 and are required for all foods and beverages sold outside the school meals programs, including vending machines, a la carte, school stores, snack or food carts and in-school fundraising. The School Health Index refers to Smart Snacks in School in questions regarding foods and beverages that may not fall under the scope or time frame of Smart Snacks in School; however, consistent use of these standards when and wherever foods and beverages are available to students helps ensure a consistent message about healthy eating and nutritious choices is being sent to students at all times in all places.

**Whole grain-rich:** foods that contain 100% whole grain or contain a blend of whole grain meal and/or flour and enriched meal and/or flour of which at least 50% is whole grain; products must contain at least 50% whole-grains and the remaining grain, if any, must be enriched. Whole grain-rich products are not easily identified because whole grain content is not required on product labels. In practice, the simplest way to determine if a product is whole grain-rich is to look at where whole grains appear on the ingredient list. For non-mixed dishes (e.g., breads, cereals), a whole grain must be the primary ingredient by weight (that is, it is the first ingredient in the list). For mixed dishes (e.g., pizza, corn dogs) a whole grain must be the first grain ingredient in the list.) Detailed instructions for determining if a product is whole grain rich appear in the Whole Grains Resource for the National School Lunch and School Breakfast Programs, available online.



**"Healthier Generation  
has motivated us to  
take our school to the  
next level in our pursuit  
of a healthier staff and  
student body."**

– Erin Gustream, Guidance Instructional Advisor,  
William Saroyan Elementary School, California







# Model Local School Wellness Policy

## POLICY GUIDANCE





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## OVERVIEW OF LOCAL SCHOOL WELLNESS POLICY REQUIREMENTS

Each local education agency\* (LEA) participating in the National School Lunch Program\* and/or School Breakfast Program\* is required to develop a Local School Wellness Policy\* (LWP). The responsibility for developing, implementing and evaluating a LWP is placed at the local (district) level to ensure that the unique needs of each school under the LEA's jurisdiction can be addressed.

In order to be compliant with the United States Department of Agriculture (USDA) final rule of 2016 (final rule), the policy must at minimum:

- identify one or more school district and/or school official(s) who have the authority and responsibility for ensuring that each school complies with the LWP
- include language inviting caregivers, students, representatives of the school food authority\* (SFA), teachers of physical education (PE), school health professionals, the school board, school administrators and the general public to participate in the development, implementation, review and update of the LWP
- include language describing the methods for informing the public (including caregivers, students and others in the community) about the LWP and any updates to the policy on an annual basis
- include language requiring that at least once every three years, the following is measured and made available to the public:
  - the extent to which schools comply with the LWP
  - the extent to which the LWP compares to model local school wellness policies
  - the progress made in attaining the goals of the LWP
- include nutrition standards for all foods and beverages **sold** on the school campus\* **during the school day\*** that are consistent with federal regulations for school meals and the Smart Snacks in School nutrition standards\* (Smart Snacks)
- include standards for all foods and beverages **offered\***, but **not sold**, to students **during the school day** (e.g., for classroom parties or classroom snacks brought by caregivers)
- include specific goals for nutrition education\* and nutrition promotion\* activities
- include requirements for marketing and advertising on the school campus **during the school day** of only those foods and beverages that meet Smart Snacks
- include specific goals for physical activity opportunities
- include specific goals for other school-based activities that promote student wellness



## OVERVIEW OF THIS DOCUMENT

This document includes a model LWP that meets the minimum federal standards for LWP implementation under the Healthy, Hunger-Free Kids Act of 2010. Although the final rule establishes strong recommendations for LWP language related to the nutrition and physical activity environment in schools, the Alliance for a Healthier Generation's (Healthier Generation) Healthy Schools Program Framework sets higher standards for schools and represents best practices in school nutrition and physical activity, as well as health education (HE) and physical education (PE). Therefore, recommended policy language is provided to encourage districts to go beyond the final rule to ensure that all children, including children with disabilities, have access to healthy school environments with nutritious food, physical activity and HE/PE (including nutrition education).

In addition to the school environment, out-of-school time (OST) settings\* such as academic enrichment programs (e.g., reading or math-focused programs), summer and day camps, specialty programs (e.g., sports teams, science, technology, engineering and math (STEM) programs and arts enrichment programs) and multipurpose programs that provide an array of activities (e.g., 21st Century Community Learning Centers\*, Boys & Girls Clubs\*, recreation agencies\* and YMCAs), provide critical opportunities to support students' academic and emotional development.<sup>1</sup> They are also ideal places to teach and reinforce healthy habits. Therefore, language from the National AfterSchool Association Healthy Eating and Physical Activity (HEPA) Standards is included throughout this document to support the inclusion of school-based OST programs (whether run by the school, district or an outside provider) in health and wellness activities. It is recommended that OST providers also develop wellness policies in order to institutionalize health and wellness practices and programs.

The Centers for Disease Control and Prevention (CDC) and the Association for Supervision and Curriculum Development (ASCD) developed the Whole School, Whole Community, Whole Child\* (WSCC) model in collaboration with key leaders from the fields of health, public health, education and school health to strengthen a unified and collaborative approach designed to improve learning and health in our nation's schools. The WSCC model is student-centered and emphasizes the role of the community in supporting the school, the connections between health and academic achievement and the importance of evidence-based\* school health policies and practices.<sup>2</sup> While USDA does not require that all ten components of the WSCC model be included in the LWP, the LWP and the District Wellness Council\* (DWC) can facilitate coordination of all physical and mental health initiatives across the district. Therefore, this document includes background on the WSCC model, as well as recommended policy language for the areas of the model that are not required by USDA. The CDC's Virtual Healthy School provides an interactive illustration of the key components of a healthy school.

As districts seek to address the physical and mental health needs of students, health and wellness should be aligned with other school improvement efforts. Healthier Generation recommends that districts align their LWPs with school improvement plans given the close connection between health and chronic absenteeism. Districts should consider health and wellness initiatives an integral part of ensuring the best academic outcomes for all students and include health and wellness in needs assessments for low-performing schools. To this end, there should be close communication between the DWC and other district decision making bodies such as the Leadership Team. In addition, districts should focus on health equity\* and work to ensure that all students and staff across the district have equitable access to health and wellness efforts, particularly those in lower-resourced schools.

## HOW TO USE THIS DOCUMENT

DWCs can use this model policy to establish an LWP that meets (or exceeds) federal regulations. The DWC should review the model policy and choose language that adheres to the final rule, and additional policy language as appropriate to the district.

If a state has regulations pertaining to any of the LWP areas that exceed the federal regulations, the DWC must ensure that those are incorporated into the LWP. For information about additional school health policies that may be in place in each state, visit the NASBE School Health Policy Database and ask for guidance from the state education agency\* (SEA).

Districts should consider the creation and revision of the LWP as an opportunity to integrate all physical and mental health and wellness initiatives across the district and engage staff responsible for implementation in collaborating through the DWC. The recommended policy language, as well as the health and physical education and WSCC sections, can support this effort.



The WellSAT 3.0 is a quantitative assessment tool to help districts assess and improve the strength and comprehensiveness of their LWPs. Healthier Generation recommends that districts utilize this tool both before and after updating their LWPs. The WellSAT WSCC has recently been developed to assist districts that wish to create more comprehensive LWPs that address a wide variety of mental and physical health areas (for more information, see the Whole School, Whole Community, Whole Child Policy Language section of this document).

If you have questions about revising or implementing your LWP, please contact Healthier Generation's National Advisors for technical assistance and implementation support.

## THIS DOCUMENT INCLUDES

- background and citations to support policy language
- policy language to ensure compliance with the final rule
- recommended policy language for each required section of the LWP (shaded in gray) that school districts can use to establish stronger policies as recommended by Healthier Generation
- recommended policy language for health and physical education
- recommended policy language for the areas of the WSCC model not required by the final rule
- call-out boxes elaborating on specific sections of the document (in orange text)
- links to additional resources from Healthier Generation and partner organizations (for a full list of resources, see Appendix A)
- a glossary (terms defined in the glossary are marked with an asterisk (\*) the first time that they appear in the document)

## MODEL LOCAL SCHOOL WELLNESS POLICY

### I. PREAMBLE

The district is committed to the optimal physical and academic development of every student. For students to achieve personal, academic, developmental and social success, we must create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year. The district will align health and wellness efforts with other school improvement endeavors to ensure the optimal health and academic success of all students.

Research shows that proper nutrition and physical activity before, during and after the school day are strongly correlated with positive academic outcomes. For example, student participation in the School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks.<sup>3,4</sup> Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products is associated with lower grades. Participation in active transportation to and from school (e.g., walking and bicycling), recess, physical activity breaks, physical education and extracurricular activities involving physical activity results in better academic outcomes for students.<sup>6,7</sup> Finally, there is evidence that adequate hydration is associated with better cognitive performance.<sup>8</sup>

This local school wellness policy (LWP) outlines the district's approach to ensuring that the school environment provides opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day. This policy applies to all students, staff and schools in the district. Specific measurable goals and outcomes are identified within each section.

**In order to be compliant with the United States Department of Agriculture (USDA) final rule of 2016 (final rule),** the policy must at minimum:

- identify one or more school district and/or school official(s) who have the authority and responsibility for ensuring that each school complies with the LWP
- include language inviting caregivers, students, representatives of the school food authority\* (SFA), teachers of physical education (PE), school health professionals, the school board, school administrators and the general public to participate in the development, implementation, review and update of the LWP
- include language describing the methods for informing the public (including caregivers, students and others in the community) about the LWP and any updates to the policy on an annual basis
- include language requiring that at least once every three years, the following is measured and made available to the public:
  - the extent to which schools comply with the LWP
  - the extent to which the LWP compares to model local school wellness policies
  - the progress made in attaining the goals of the LWP
- include nutrition standards for all foods and beverages **sold** on the school campus\* **during the school day\*** that are consistent with federal regulations for school meals and the Smart Snacks in School nutrition standards\* (Smart Snacks)

To strengthen the case for your LWP, include relevant state or local data supporting the need for establishing and achieving the goals in the policy. Examples include childhood obesity rates or data showing low levels of physical activity and/or inadequate nutritional intake among children in the state.

Such data is available through the Youth Risk Behavior Surveillance System and the National Health and Nutrition Examination Survey.



- include standards for all foods and beverages **offered\***, **but not sold**, to students **during the school day** (e.g., for classroom parties or classroom snacks brought by caregivers)
- include specific goals for nutrition education\* and nutrition promotion\* activities
- include requirements for marketing and advertising on the school campus **during the school day** of only those foods and beverages that meet Smart Snacks
- include specific goals for physical activity opportunities
- include specific goals for other school-based activities that promote student wellness

#### RECOMMENDED POLICY LANGUAGE

The district understands that resources are not equally distributed. The district will maintain a focus on health equity and will work to ensure that all students and staff across the district have equitable access to health and wellness efforts.

The district recognizes that the out-of-school time (OST) settings, such as academic enrichment programs (e.g., reading or math-focused programs), specialty programs (e.g., sports teams, STEM programs and arts enrichment programs) and multipurpose programs that provide an array of activities (e.g., 21st Century Community Learning Centers, Boys & Girls Clubs, recreation agencies and YMCAs), provide critical opportunities to teach and reinforce healthy habits. As such, the district will promote the use of the National AfterSchool Association Healthy Eating and Physical Activity (HEPA) Standards among all school-based OST program providers.



## II. DISTRICT WELLNESS COUNCIL

### Purpose of the Council

**In order to be compliant with the USDA final rule**, the district will convene a representative District Wellness Council (DWC) that meets at least four times per year to establish goals for and oversee school health and safety policies and programs – including the development, implementation and periodic review and update of this LWP.

### Council Membership

**In order to be compliant with the USDA final rule**, the DWC will include representatives from the school and district level and will reflect the diversity of the community.

The DWC membership will include, but is not limited to:

- superintendent (or designee)
- caregivers (ensure diversity of representation in terms of race, ethnicity, gender identity, disability status, etc.)
- students
- representatives of the school nutrition program (e.g., school nutrition director)
- physical and health education teachers and school health professionals (e.g., school nurses, physicians, dentists or other personnel who provide school health services)
- specialized instructional support personnel (e.g., school counselors, psychologists or social workers)
- school administrators (e.g., superintendents, principals or vice principals)
- school board members
- community health professionals (e.g., dietitians, doctors, nurses or dentists)
- school-based OST program staff (e.g., district afterschool program coordinator, 21st Century Community Learning Center district lead or director of community-based afterschool services)
- general public (ensure diversity of representation in terms of race, ethnicity, gender identity, disability status, etc.)
- community stakeholders (e.g., Supplemental Nutrition Assistance Program Education (SNAP Ed) coordinators, representatives from community-based organizations or local business representatives)

Local school boards represent the community's voice in public education, providing citizen governance and knowledge of the community's resources and needs. Board members are the policy-makers closest to the student. School boards can play a role in the direct response to children who are experiencing trauma and toxic stress and can put policies in place that ensure the school environment supports students' physical and mental health.

### Council Leadership

**In order to be compliant with the USDA final rule**, the superintendent (or designee) will convene the DWC, facilitate development of and updates to the LWP and ensure each school's compliance with the policy. The names and contact information of the superintendent (or designee) and the council members will be made readily available to the public.

#### RECOMMENDED POLICY LANGUAGE

The district requires that each school within the district establish an ongoing School Wellness Committee\* (SWC) that supports LWP implementation as well as LWP monitoring and reporting to the DWC. Schools can refer to the School Wellness Committee Toolkit for guidance.

### III. ACCOUNTABILITY

#### Triennial Assessments

**In order to be compliant with the USDA final rule**, at least once every three years, the district will assess the LWP by measuring:

- the extent to which the LWP meets the requirements of the final rule
- the extent to which schools under the jurisdiction of the district are complying with the LWP
- the progress made in attaining the goals of the LWP

#### RECOMMENDED POLICY LANGUAGE

The district will develop and annually update an action plan for the execution of this LWP. The plan will outline who is responsible for overseeing each component, as well as actions and a timeline for the completion of activities and goals.

The district recommends that schools use the Healthy Schools Program Assessment or the School Health Index to complete an annual school-level health and wellness assessment.

The district ensures that the LWP aligns with the Alliance for a Healthier Generation's Model Wellness Policy.

The district requires that all efforts related to obtaining federal, state or association recognition of and/or funding for healthy school environments be coordinated with and complementary of this LWP, including but not limited to ensuring the involvement of the DWC/SWC.

#### Documentation

**In order to be compliant with the USDA final rule**, the district will retain records to document the presence of and compliance with the LWP, including but not limited to:

- the current and previous board-approved LWP
- documentation demonstrating that the LWP has been made available to the public
- documentation of the most recent district- and school-level assessments of implementation
- documentation of efforts to review and update the LWP, including who was involved and how the district made stakeholders aware of their ability to participate

#### RECOMMENDED POLICY LANGUAGE

The district will document the impact of the LWP on behavioral and educational outcomes, (e.g., student and employee attendance or office discipline referrals) and will make this information available to the public.

#### Policy Updates

**In order to be compliant with the USDA final rule**, the DWC will update the LWP based upon:

- the results of the triennial assessment
- district priorities
- community needs
- the results of school health assessments
- school-level implementation progress
- emerging scientific information
- new federal or state regulations or guidance

### Notification to the Public

In order to be compliant with the USDA final rule, the district will actively inform caregivers and the public each year of basic information about the LWP, including but not limited to:

- its content and any updates
- district- and school-level implementation status
- an explanation of why updates were made, who was involved and how stakeholders were made aware of their ability to participate
- the effective dates of any policy changes
- the names and contact information of the district and school officials leading and coordinating the DWC
- information on how the public can get involved with the DWC
- information about DWC meetings including dates, times, locations, agendas and meeting minutes
- mechanisms for the public to provide feedback and comments

The USDA Food and Nutrition Service's (FNS) Local School Wellness Policy Outreach Toolkit provides ready-to-go customizable communication tools to engage school staff and caregivers in school wellness.

In order to be compliant with the USDA final rule, the district will ensure that communications are culturally and linguistically appropriate to the community and will use communication methods that are appropriate to ensure that all caregivers have access to the information. The district will keep persons with disabilities or those that represent the interests of those with disabilities involved in all aspects including LWP updates and assessments. The district will use multiple methods to distribute this information to the community, including but not limited to:

- electronic mechanisms (e.g., email)
- displaying notices on the district and school websites
- non-electronic mechanisms (e.g., newsletters)
- presentations to caregivers
- sending information home to caregivers

### Public Involvement

In order to be compliant with the USDA final rule, the district is committed to ensuring that the community is aware of and involved in the development and implementation of the LWP. The district will actively communicate the ways in which representatives of the DWC, SWC and others can participate in the development, implementation and periodic review and update of the LWP.



## IV. NUTRITION SERVICES

### School Meals

Children consume as many as half of their daily calories at school. Schools play an important role in offering meals with vital nutrients while shaping students' eating habits. Students who participate in the school meal programs have access to nutritious foods and beverages to support their growth, development and academic performance.

The USDA Child Nutrition Programs\* (child nutrition programs) aim to improve the health of students, help mitigate hunger and obesity and model healthy eating by providing meals that are low in fat and sodium, and abundant in fruits, vegetables and whole grains. These programs support the development of lifelong healthy eating patterns while accommodating cultural food preferences and special dietary needs.

**In order to be compliant with the USDA final rule**, all schools within the district will participate in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) and will provide meals that meet the nutrition standards for school meals by including:

- fruits and vegetables, including a variety of fruits and vegetables that meet the required vegetable subgroups (dark green, red and orange, dry beans and peas and legumes)
- grains (whole grain-rich)
- meats and meat alternates
- fat-free and low-fat milk
- access to free drinking water

In addition:

- school meals will be accessible to all students, and the district will accommodate special dietary needs and food allergies as required by federal regulations
- school meals will be administered by a team of qualified nutrition professionals who meet or exceed the hiring and annual continuing education/training requirements of the USDA Professional Standards for Child Nutrition Professionals
- the district will make every effort to ensure, to the maximum extent practicable, that the method of payment does not identify a student as eligible for free or reduced-price meals (e.g., using prepayment systems which mask students' eligibility status)

The USDA Child Nutrition Programs include the National School Lunch Program, National School Breakfast Program, Fresh Fruit and Vegetable Program, Special Milk Program, Summer Food Service Program and Child and Adult Care Food Program. These programs alleviate hunger and obesity by ensuring that all children have access to healthy foods before, during and after the school day. The LWP should include the names of all the child nutrition programs that the district offers. The district policy should also highlight other nutrition-related programs the district offers such as farm-to-school activities, school gardens or alternative breakfast delivery models including breakfast in the classroom and mobile breakfast carts. States and districts may exceed the nutrition standards for school meals - and any ways in which they exceed these standards should be indicated in the LWP.

**RECOMMENDED POLICY LANGUAGE**

The district/schools will:

- offer a variety of foods and beverages that are appealing and attractive to children
- ensure that eating settings are clean and inviting
- provide adequate time to eat school meals, meaning that students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated
- establish practices related to feeding students with unpaid meal balances that do not embarrass children or increase social stigma related to being of low-income
- prohibit the use of food as a reward or the withholding of foods as a punishment
- ensure that menus are created/reviewed by a Registered Dietitian or another certified nutrition professional
- post menus on the district website and/or individual school websites and include nutrient content and ingredients
- ensure that students are served lunch at a reasonable and appropriate time of day
- ensure that lunch follows the recess period to better support learning and healthy eating
- promote participation in child nutrition programs among students and caregivers to ensure that caregivers know which programs are available in their district and have access to those programs
- encourage staff to model healthy eating behaviors
- implement the following farm-to-school activities:
  - incorporating local or regional foods into school meal programs
  - hosting promotions or special events, such as tastings, that highlight the local/regional foods
  - reinforcing messages about agriculture and nutrition throughout the learning environment
  - supporting schools in hosting school gardens and field trips to local farms
- promote healthy food and beverage choices using the following marketing and merchandising techniques:
  - displaying whole fruit options in attractive bowls or baskets (instead of chaffing dishes or hotel pans)
  - making sliced or cut fruit available daily
  - displaying daily fruit options in the line of sight and reach of students
  - giving creative or descriptive names to all available vegetable options
  - bundling daily vegetable options into all grab-and-go meals available to students
  - training all staff members, especially those serving, to politely prompt students to select and consume the daily vegetable options with their meal
  - placing white milk in front of other beverages in all coolers
  - highlighting alternative entrée options (e.g., salad bar or yogurt parfaits) on posters or signs within all service and dining areas
  - allowing students to create reimbursable meals in any service area available to them (e.g., salad bars or grab-and-go lines)

- conducting student surveys and taste testing opportunities and using them to inform menu development, dining space décor and promotional ideas
- using daily announcements to promote and market menu options

## Water

Access to safe, free drinking water helps to increase students' overall water consumption, maintain hydration and reduce energy intake when substituted for sugar-sweetened beverages. In addition, adequate hydration may improve cognitive function among children and adolescents, which is important for learning.<sup>8</sup>

**In order to be compliant with the USDA final rule**, free, safe, unflavored drinking water will be available to all students during mealtimes where school meals are served.

The Centers for Disease Control and Prevention's (CDC) Increasing Access to Water in Schools Toolkit can be used by school health councils, nutrition services providers, principals, teachers, caregivers and other school staff who are interested in increasing access to drinking water.

## RECOMMENDED POLICY LANGUAGE

The district requires that:

- free, safe and unflavored drinking water is available to students **during the school day** and **during the extended school day\*** (including during out-of-school time and before and after school),
- water cups/jugs are available in the cafeteria if a drinking fountain is not present
- students can bring and carry approved water bottles filled with only water before, during and after the school day across the school campus
- all water sources and containers (e.g., drinking fountains, water jugs, hydration stations and water jets) will be maintained regularly to ensure adherence to health and safety standards

## Competitive Foods and Beverages\*

Competitive foods and beverages include those items sold as à la carte and in vending machines, school stores and snack or food carts, as well as any food-based fundraising meant for consumption during the school day. These foods are called competitive foods because students may choose to eat them instead of healthier foods offered through the school meal programs.

**In order to be compliant with the USDA final rule**, the district will ensure that all foods and beverages sold to students on the school campus **during the school day** support healthy eating, including those provided outside of the school meal programs. All foods and beverages **sold** outside of the school meal programs, **during the school day** will, at a minimum, meet Smart Snacks. These standards will apply in all locations and through all services where foods and beverages are sold, which may include but are not limited to à la carte, vending machines, school stores and snack or food carts, as well as any food-based fundraising meant for consumption **during the school day**.

To qualify as a Smart Snack, a snack or entrée must:

- be a grain product that contains 50% or more whole grains by weight (have a whole grain as the first ingredient), or
- have as the first ingredient a fruit, vegetable, dairy product or protein food, or
- be a combination food that contains at least ¼ cup of fruit and/or vegetable, and
- meet the following minimum standards for calories, sodium, sugar and fats:

Nutrient	Snack	Entree
Calories	200 calories or less	350 calories or less
Sodium	200 mg or less	480 mg or less
Total Fat	35% of calories or less	35% of calories or less
Saturated Fat	Less than 10% of calories	Less than 10% of calories
Trans Fat	0g	0g
Sugar	35% by weight or less	35% by weight or less

Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. In some cases, states have passed nutrition standards for competitive foods and beverages that are more stringent than Smart Snacks. In these states, districts and schools must comply with both federal and state standards, and the LWP should list both sets of standards. Healthier Generation's Smart Snacks Calculator allows users to enter the information from the nutrition facts panel to determine if a food or beverage is compliant with Smart Snacks.

#### RECOMMENDED POLICY LANGUAGE

The district requires that all foods and beverages **sold** outside of the school meal programs **during the school day** and **during the extended school day** (including during out-of-school time and before and after school) will, at a minimum, meet Smart Snacks.





### Celebrations and Rewards

Celebrations and positive reinforcement are an important part of our district's culture of supporting students.<sup>12</sup> Using food as a reward or withholding food as a punishment undermines healthy eating habits and interferes with children's ability to self-regulate their eating.<sup>13</sup>

**In order to be compliant with the USDA final rule**, the district will ensure that celebrations and rewards are consistent with our nutrition policies. All foods and beverages **served and offered** on the school campus outside of the school meal programs **during the school day** will meet *[insert standards determined by the district]*. This includes foods and beverages offered during celebrations and parties, for classroom snacks and as rewards and incentives. The district recommends utilizing rewards that promote physical activity and/or promote educational messages (e.g., a coupon for a free book at the book fair for consistently returning books to the library on time). Foods and beverages will not be withheld as a punishment for any reason.

The final rule requires that school districts determine standards for all foods and beverages provided, but not sold, to students during the school day (e.g., in classroom parties, classroom snacks brought by caregivers, or other foods given as incentives). Healthier Generation recommends that all foods and beverages provided to students meet Smart Snacks to ensure consistency between foods offered and sold.

### RECOMMENDED POLICY LANGUAGE

The district requires that all foods and beverages **served and offered** on the school campus outside of the school meal programs **during the school day** and **during the extended school day** (including during out-of-school time and before and after school) will, at a minimum, meet Smart Snacks.

The district will make available for caregivers and all school and school-based OST staff:

- A list of healthy and non-food party ideas
- A list of foods and beverages that meet Smart Snacks
- A list of healthy and non-food rewards

### Fundraising

Fundraising efforts provide opportunities for student, staff, family and community collaboration and reflect the healthy eating practices and policies in the district.<sup>14</sup>

**In order to be compliant with the USDA final rule**, the district will allow only foods and beverages that meet or exceed Smart Snacks to be sold through fundraisers on the school campus **during the school day**.

Some states allow a set number of fundraisers each year that are exempt from these requirements. Districts may follow fundraising exemptions and guidance set by their state education agency or may set more rigorous fundraising standards through their LWP. Healthier Generation strongly recommends that all fundraisers throughout the school year sell only non-food items or foods and beverages that meet Smart Snacks. Districts should ensure that fundraising policies are clearly communicated to schools.

**RECOMMENDED POLICY LANGUAGE**

The district requires that fundraising, including activities such as donation nights at restaurants, cookie dough, candy and pizza sales and market days **during the school day** and **during the extended school day** (including during out-of-school time and before and after school) sell only non-food items or foods and beverages that meet or exceed Smart Snacks.

The district encourages schools to use fundraisers that promote physical activity (e.g., walk-a-thons, Jump Rope for Heart or fun runs).

The district will make available to caregivers and all school and school-based OST staff a list of healthy fundraising ideas.

**Nutrition Education**

Nutrition education is a vital part of a comprehensive health education program and empowers children with knowledge and skills to make healthy food and beverage choices.<sup>15</sup>

**In order to be compliant with the USDA final rule**, the district will teach, model, encourage and support healthy eating among students. Schools will provide nutrition education integrated into other subjects, as part of health education and/or offer stand-alone classes at each grade level.

Nutrition education should be part of a comprehensive health education curriculum. The National Health Education Standards outline the health knowledge and skills that students should achieve at every grade level. Many states have adopted these standards while others have developed their own health education standards. Nutrition education is a critical component of the health education curriculum and can also be integrated into other academic subjects such as math and science. USDA's Team Nutrition Initiative has standards-based nutrition education curricula including Dig In! and Serving Up MyPlate: A Yummy Curriculum.

**RECOMMENDED POLICY LANGUAGE**

The district will teach, model, encourage and support healthy eating and physical activity among students. Schools will provide nutrition and physical activity education integrated into other subjects, as part of health education and/or offer stand alone classes at each grade level.

The district will ensure that:

- nutrition and physical activity education are taught using evidence-based curricula that are aligned with the National Health Education Standards and address the essential healthy eating and physical activity topics (Appendix B)
- the curricula used are consistent with the CDC's Characteristics of an Effective Health Education Curriculum
- the curricula used are designed to provide students with the knowledge and skills necessary to promote and protect their health

- nutrition and physical activity education are integrated into classroom subjects such as math, science, language arts, social studies and art, and are also included as part of health education classes and elective subjects
- nutrition and physical activity education include developmentally appropriate, culturally relevant and participatory activities
- schools do not utilize activities or materials that are the product of a food, beverage or dietary supplement company
- teachers and other staff are provided with training on nutrition and physical activity education
- foodservice staff and PE teachers collaborate with classroom teachers and other school staff to provide nutrition and physical activity education throughout the school campus

### **Nutrition Promotion**

Nutrition promotion using evidence-based techniques and nutrition messages helps to create healthy food environments and positively influences lifelong healthy eating behaviors.<sup>16</sup> It also helps to encourage and increase participation in school meal programs.

**In order to be compliant with the USDA final rule**, the district will ensure that students and staff receive consistent nutrition messages throughout the school campus including in classrooms, gymnasiums and cafeterias. The district and all schools will promote healthy food and beverage choices for all students across the school campus **during the school day** and will encourage participation in school meal programs.

### **RECOMMENDED POLICY LANGUAGE**

The district and all schools will promote healthy food and beverage choices for all students across the school campus **during the school day** and **during the extended school day** (including during out-of-school time and before and after school) and will encourage participation in school meal programs.

The district will ensure the promotion of healthy food and beverage choices through:

- school announcements, newsletters and website postings
- implementation of the evidence-based marketing and merchandising techniques (see School Meals section of this document)

### **Food and Beverage Marketing\***

Health and wellness efforts are weakened when students are subjected to advertising on district property that promotes unhealthy foods and beverages.<sup>17</sup>

The district is committed to teaching students to make informed choices about nutrition, health and physical activity and to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors.

**In order to be compliant with the USDA final rule**, all foods and beverages marketed to students on the school campus **during the school day** will meet or exceed Smart Snacks. This includes the marketing of products on:

- the exterior of vending machines
- posters, flyers, menu boards, coolers, trash cans and other foodservice equipment
- cups used for beverage dispensing

As entities, including the district, school nutrition services, athletics department and the parent-teacher association/organization\* (PTA/PTO) review existing contracts and consider new contracts, equipment and product purchasing (and replacement) decisions should reflect the marketing guidelines established by this LWP.

State agencies and LEAs may choose to adopt more stringent policies for food and beverage marketing than is required by USDA. Restricting Food and Beverage Marketing in Schools by ChangeLab Solutions discusses policy options for school districts that want to go beyond the minimum requirements and address unhealthy marketing comprehensively.

#### RECOMMENDED POLICY LANGUAGE

All foods and beverages marketed or promoted to students on the school campus **during the school day** and **during the extended school day** (including during out-of-school time and before and after school) will meet or exceed Smart Snacks.

The marketing of products that do not meet Smart Snacks, in any and all of the following ways, is prohibited:

- brand names, trademarks, logos or tags, including on cups used for beverage dispensing; menu boards; coolers; trash cans; vending machines and other foodservice equipment; posters; book covers; pupil assignment books or school supplies; uniforms; school buses and other vehicles; athletic fields or school equipment, such as marquees; message boards; scoreboards and backboards displayed distributed, offered or sold by the district
- advertisements in school publications and school mailings; during broadcasts on school radio stations and in-school television; through digital media, such as computer screensavers; school-operated or school-sponsored websites and servers; or through the school public announcement system
- free samples, taste tests or coupons for products
- educational incentive programs (such as contests that use foods or beverages as a reward) including the promotion of programs that provide schools with supplies or funds when caregivers or participants purchase specific food products

## V. PHYSICAL ACTIVITY OPPORTUNITIES

Children and adolescents, including children with disabilities, should participate in at least 60 minutes of physical activity every day in order to ensure optimum health.<sup>18</sup>

In order to be compliant with the USDA final rule, the district requires that a combination of physical activity opportunities from, but not limited to, the list below be offered to students:

- physical education (see Physical and Health Education section for additional recommended language)
- classroom physical activity
- active academics
- daily recess
- before- and after-school activities, including sports
- active transportation

While many children do not get the recommended 60 minutes of physical activity per day, this is particularly true for children with disabilities. The "I Can Do It" program is a physical activity curriculum designed to provide students with disabilities in the K-12 school setting the opportunity to be physically active for 60 minutes a day. This can be achieved through adapted PE, classroom physical activity, recess, active transport to and from school, community partnerships and extracurricular activities.

### RECOMMENDED POLICY LANGUAGE

The district requires that all students receive education on the benefits of physical activity in conjunction with health (including nutrition) education.

The district prohibits the use or withholding of physical activity (including recess) as a punishment **during the school day** and **during the extended school day** (including during out-of-school time and before and after school). The district will provide resources and training to school and OST staff on appropriate ways to discipline students.

The district requires that physical activity opportunities be adapted in order to make them accessible to students with disabilities.

A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program\* (CSPAP). A CSPAP ensures strong coordination and synergy throughout the school environment to encourage students to be active for at least 60 minutes per day. A CSPAP includes PE, physical activity before, during and after the school day, family and community engagement and staff involvement. Healthier Generation strongly recommends that LWPs address all the areas within the CSPAP. Recommended policy language for physical education is provided in the Health and Physical Education Policy Language section of this document.

### CLASSROOM PHYSICAL ACTIVITY

Classroom physical activity is defined as any physical activity done in the classroom. Classroom physical activity can take place at any time and occur in one or several brief periods of time during the school day.<sup>19</sup>

Classroom physical activity should be offered in addition to physical education and recess and at all school levels (elementary, middle and high school).<sup>20</sup> The two primary approaches for classroom physical activity are:

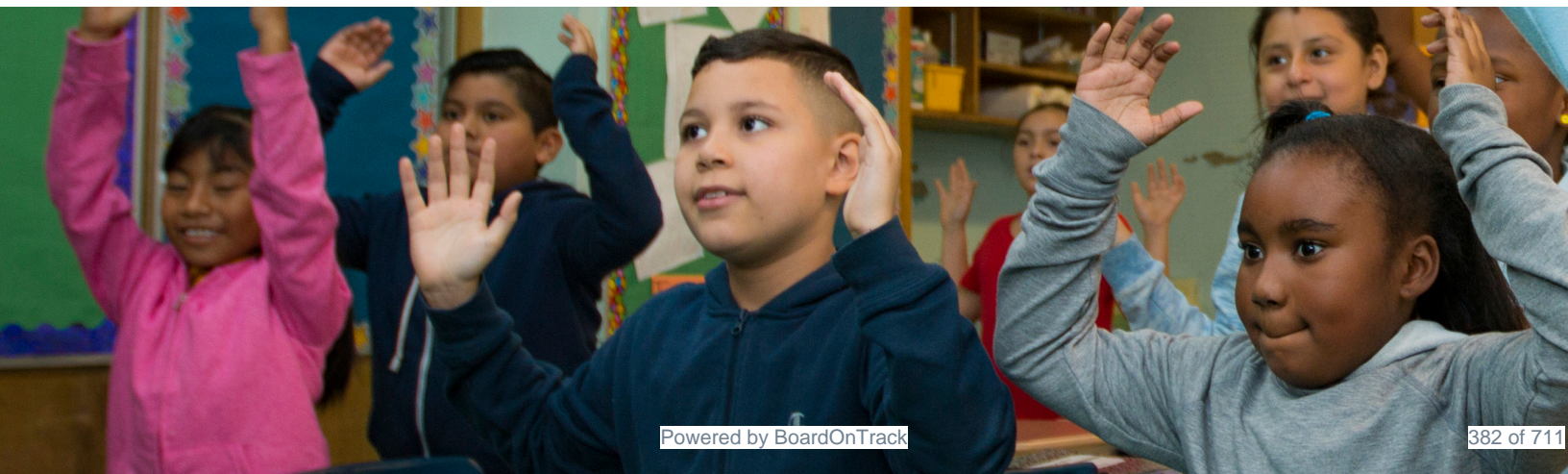
- physical activity integrated into planned academic instruction
- physical activity outside of planned academic instruction

Classroom physical activity can benefit students by:

- improving their concentration and ability to stay on-task in the classroom
- reducing disruptive behavior, such as fidgeting, in the classroom
- improving their motivation and engagement in the learning process
- helping to improve their academic performance (higher grades and test scores)
- increasing their amount of daily physical activity<sup>19</sup>

The district requires that:

- classroom physical activity be incorporated into planning throughout **the school day and the extended school day**
- classroom physical activity be integrated into planned academic instruction to reinforce academic concepts and to reinforce skills learned in physical education
- physical activity be provided in the classroom outside of planned instruction (physical activity breaks)
- classroom physical activity be offered in addition to physical education and recess at all school levels
- barriers to classroom physical activity, such as lack of equipment or available space, are minimized
- schools do not utilize activities or materials that are the product of a food, beverage or dietary supplement company
- classroom physical activity not be withheld from or required of students as a disciplinary approach
- classroom teachers receive resources and annual training on promoting physical activity and integrating physical activity in the classroom



### DAILY RECESS

Recess is a scheduled time that provides an essential break from demanding cognitive tasks. Recess provides time to move, play, problem solve and socialize. Increased attention span and academic performance can result after recess, and recess helps children to learn social skills that may not be achieved in a structured classroom environment.<sup>21</sup> Recess is offered in kindergarten through 12th grade and although these physical activity periods may not always be called recess in secondary schools, they serve the same purpose—to provide student-selected opportunities to engage in physical activity and take a break from academic work during the school day.<sup>22</sup>

The district will ensure that all elementary schools will offer 20 or more minutes of recess on all days during the school year which will complement, not substitute for, physical education class and will:

- provide schools and students with adequate spaces, facilities, equipment and supplies for recess
- ensure that spaces and facilities for recess meet or exceed recommended safety standards
- prohibit the exclusion of students from recess for disciplinary reasons or academic performance in the classroom
- provide staff members who lead or supervise recess with ongoing professional development
- provide strategic inclusion and oversight of opportunities for students with special needs or disabilities to participate
- assess the accessibility of playgrounds and outdoor play areas and make changes to improve access
- provide equipment to allow for inclusion of students with disabilities into activities

SHAPE America has worked with CDC to develop resources to support recess implementation. Twenty minutes of recess is recommended for elementary school students. Middle and high school students should be given a period of daily physical activity in addition to physical education and classroom physical activity. Recess should occur daily; however, districts may include weather guidelines in their LWPs. For example, “students will be allowed outside for recess except when outdoor temperature is below 30 degrees Fahrenheit, inclusive of wind chill factors, during “code orange” or “code red” days, during storms with lightening or thunder, or at the discretion of the building administrator based on his/her best judgment of safety conditions.”

### BEFORE AND AFTER SCHOOL ACTIVITIES

Physical activity before and after school can increase the amount of physical activity that students engage in. Physical activity before and after school includes walking or biking to and from school programs, physical activity clubs, intramural programs (sports organized by the school or community in which any child can participate), interscholastic sports (competitive sports between schools) and physical activity in before-and after-school programs. Encouraging students to be physically active before and after school helps them identify activities they enjoy and might engage in long term.<sup>23</sup>

The district will offer opportunities for all students to participate in physical activity before and/or after the school day through a variety of methods including:

- physical activity clubs
- physical activity breaks in aftercare
- intramurals or interscholastic sports

## SUPPORT FOR AND PROMOTION OF ACTIVE TRANSPORTATION

Walking and bicycling to school can be an important part of enabling students to accumulate the physical activity they need each day.<sup>24</sup>

The district will provide strong support for walking, bicycling and other forms of active transportation for students and staff to and from school through a combination of education, encouragement, enforcement and engineering activities. The district will encourage students, caregivers and staff to walk and bicycle to and from school and is committed to putting in safeguards to provide safe walking and bicycling access in school vicinities.

The district will at minimum support active transportation in the following ways:

- communicating broadly their support for walking and bicycling to school; publicizing tools and resources for active transportation on their website and through new student communications including student/caregiver handbooks and other communication materials
- promoting participation in International Walk to School Day and National Bike to School Day and other active transportation promoting activities
- providing prominent and secure storage facilities for bicycles and other transportation modes, such as skateboards and scooters (e.g., sheltered bicycle parking, shed, cage or fenced area)
- providing instruction on walking/bicycling safety to students
- improving safe access to school entrances for students arriving on foot or by bicycle by ensuring designated routes on driveways, through parking lots and to bicycle parking, and by prioritizing sidewalks and crosswalks as well as separating modes of arrival to school

In addition, the district will support active transportation in at least four of the following ways:

- providing bicycling skills instruction to students
- promoting safe routes to school programs to students, staff and caregivers via newsletters, websites and/or the local newspaper
- designating a Safe Routes to School coordinator to lead district Safe Routes to School activities and support school activities
- ensuring that the school transportation department includes walking and bicycling to school as part of school transportation responsibilities
- ensuring provision of one or more crossing guards for every school
- working with local jurisdictions to encourage installation of high visibility crosswalks and other infrastructure to improve walking and bicycling safety on streets leading to schools
- conducting walking and bicycling safety audits of the routes to each school and sharing that information with local jurisdictions
- providing outreach and adaptive Safe Routes to School programming for students with disabilities
- creating monthly or weekly walk and bicycle to school days (e.g., Walking Wednesdays)
- promoting walking school buses and bicycle trains
- designating safe or preferred routes to school
- creating and distributing maps of the active school environment (e.g., sidewalks, crosswalks, roads, pathways and bike racks)
- engaging in tracking, evaluation and reporting of student travel methods (e.g., walking, bicycling, school bus, carpool and private vehicle) and utilizing this data for continuous improvement



## VI. OTHER ACTIVITIES THAT PROMOTE STUDENT WELLNESS

Schools are integral in promoting healthy behaviors, and the school building provides numerous opportunities to educate students about healthy habits.<sup>25</sup>

**In order to be compliant with the USDA final rule**, the district will integrate wellness activities across the entire school setting, including the cafeteria, other food and beverage venues, classrooms and physical activity facilities.

### RECOMMENDED POLICY LANGUAGE

Schools in the district will integrate health and wellness into other curriculum areas, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the district curriculum experts.

The district will coordinate and integrate wellness activities, so all efforts are complementary rather than duplicative and work towards the same set of goals and objectives. These initiatives will be culturally inclusive, accessible to all students and staff across the district and age-appropriate.

All school-sponsored events, whether before, during or after school, will adhere to the LWP guidelines and will include physical activity and healthy eating opportunities when appropriate.

The district requires that all school and school-based OST staff will model healthy eating and physical activity behaviors by not bringing in/or consuming personal food or beverages in front of students that would not meet the requirements of this LWP, and by participating in physical activities along with students.



## HEALTH AND PHYSICAL EDUCATION POLICY LANGUAGE (RECOMMENDED)

This section provides recommended policy language for HE and PE. The final rule does not require that HE and PE be included in the LWP. In fact, there is no federal law mandating that HE and PE be taught. Some states have enacted policies requiring HE and PE and most districts offer HE and PE, though the time devoted to these subjects is generally limited. Healthier Generation recommends that districts include HE and PE language in their LWPs. This makes it clear to stakeholders what the district requires and allows the DWC to include HE and PE under their umbrella, providing a mechanism for collaboration and oversight to support implementation. It is also critical that adequate resources be allocated at the state and district level to ensure that HE and PE are of high quality, and are made available to all students across the district.

### POLICY LANGUAGE

#### Health Education

Effective health education emphasizes the teaching of essential health topics and skills necessary to adopt, practice and maintain healthy behaviors, such as choosing nutritious foods and engaging in regular physical activity.<sup>26</sup> A full list of physical activity and healthy eating topics that should be included in health education is included in Appendix B.

The district will ensure that:

- all students, K-12, take comprehensive, skills-based health education
- health education is taught by qualified and trained professionals
- the health education learning standards and curriculum are regularly evaluated and revised
- schools utilize a planned, sequential and comprehensive health education curriculum that:
  - is culturally and developmentally appropriate
  - addresses a clear set of behavioral outcomes that promote healthy eating and physical activity behaviors
  - provides opportunities for students to practice the following skills: analyzing influences, accessing information, interpersonal communications, decision making, goal setting, self-management and advocacy

#### Physical Education

PE, as the basis of a CSPAP, provides students with the opportunity to develop motor skills, as well as knowledge and behaviors for physical activity. Physical education teachers assess student knowledge, motor and social skills and provide instruction in a safe and supportive environment. PE can increase grades and standardized test scores and help students to stay on task in the classroom.<sup>27</sup> Though important for increasing physical activity, other physical activity experiences such as recess, intramural sports or recreational endeavors should not be used as a replacement for physical education.

The district will ensure that:

- all elementary students, including students with disabilities, receive 150 minutes per week of PE instruction throughout the school year
- all middle and high school students, including students with disabilities, receive the PE during all academic years
- PE classes are based upon age-appropriate, sequential physical education curricula that are consistent with national and state standards, promote the benefits of a physically active lifestyle and help students develop skills to engage in lifelong healthy habits

- PE classes utilize a curriculum that incorporates essential health education concepts as discussed above and in Appendix B
- students are engaged in moderate to vigorous physical activity\* (MVPA) for at least 50% of class time during most or all PE classes
- all PE teachers in the district receive professional development in PE at least once per year
- all PE classes are taught by licensed teachers who are certified or endorsed to teach PE
- waivers, exemption or substitutions for PE classes are not granted
- PE teachers provide appropriate accommodations to ensure that all students, including students with disabilities, are provided with an equal opportunity to participate
- PE teachers are provided with training and specialized equipment to support the inclusion of students with disabilities in PE
- student physical fitness is promoted through individualized fitness and activity assessments (e.g., the Presidential Youth Fitness Program and FitnessGram) and criterion-based reporting is used for each student, including students with disabilities

All students, including those with disabilities, should be provided with access to PE. SHAPE America and Special Olympics have compiled resources to support the inclusion of students with disabilities in PE and the National Center on Health, Physical Activity, and Disability (NCHPAD) has developed a Guide to Inclusive Physical Activity Programs. These resources can help districts ensure that students with disabilities are not excluded from PE. It is essential that PE teachers are trained in adaptive PE and have appropriate adaptive equipment to meet the needs of all children.



## WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD (WSCC) POLICY LANGUAGE (RECOMMENDED)

This section provides optional language that districts can use to integrate all the WSCC components into their LWP. The WSCC model is centered on the school, while connecting to the family and the community to address the needs of the whole child. Districts should look to the WSCC model to provide greater alignment, integration and collaboration between health and education. The five principles located in the center of the WSCC model - healthy, safe, engaged, supported and challenged - are critical for improving students' health and academic achievement.<sup>2</sup>

So far, this document has addressed three components of the WSCC model, nutrition environment and services, health education, and physical education and physical activity. However, the LWP is an ideal location to coordinate all the physical and mental health policies and programs across the district, with implementation support from the DWC. When incorporating these additional WSCC areas into your LWP, be sure to address any state or district regulations related to these areas and include those responsible for implementation on the DWC.

This section is aligned with the WellSAT WSCC. Since 2010, school districts have been able to use the WellSAT to assess the strength and comprehensiveness of their LWPs. In response to interest in assessing policies associated with other components of the WSCC model, the WellSAT WSCC was developed to allow school districts to assess local policies across all domains of the WSCC model.<sup>28</sup> In addition to scales that address all 10 components of the WSCC model, it includes an 11th scale entitled, "Integration, Implementation, and Evaluation" to assess whether policies include language ensuring that they will be successfully implemented and evaluated. Further, this scale assesses the presence of language that integrates all domains of school wellness throughout the school. The Collaboratory on School and Child Health's WSCC Practice Briefs provide more in-depth information about each area of the WellSAT WSCC and links to additional information.



An important component of a positive social-emotional climate is student and staff resilience. Programs that support resilience allow teachers and students to better manage emotions, recognize strengths and weaknesses as well as rise above adversity. A safe and supportive school can increase students' academic performance as well as job satisfaction and performance in adults. Healthier Generation's RISE Initiative supports schools in improving student and staff resilience.

## POLICY LANGUAGE

### **Social - Emotional Climate\* (School Climate)**

Social-emotional climate refers to the aspects of students' experience in school which impact their social-emotional development. The social-emotional climate can impact student engagement in school activities, relationships with other students, staff, family and the community as well as academic performance. A positive social-emotional school climate is conducive to effective teaching and learning.<sup>29</sup>

The district is committed to creating a positive social-emotional climate across all school campuses during the school day and in OST. The district will promote a positive social-emotional climate by:

- conducting and promoting participation in school climate surveys, sharing data with stakeholders and utilizing data to improve school climate
- establishing anti-bullying policies and identifying and implementing school-wide approaches to prevent and address harassment, bullying and cyber bullying
- establishing school safety and violence prevention policies and strategies
- connecting social and emotional learning standards and academic standards
- ensuring that school and school-based OST staff are promoting positive relationships between students and employees
- ensuring that school and school-based OST staff are trained in promoting the engagement of all students in school activities through diversity and inclusion practices\*
- training school and school-based OST staff on the use of Positive Behavioral Interventions and Supports\* and minimizing exclusionary discipline practices such as suspensions and expulsions
- ensuring that school and school-based OST staff are explicitly teaching, modeling and reinforcing social-emotional learning\* (SEL) competencies
- training school and school-based OST staff on incorporating trauma-sensitive\* and trauma-informed\* approaches into school policies and practices
- regularly assessing and reporting upon the district- and building-level implementation of these practices and providing appropriate resources for continuous improvement

According to 2007-2017 Youth Risk Behavior Surveillance System data, a significantly higher percentage of lesbian, gay or bisexual students were bullied at school compared to heterosexual students. It is critical that schools enact policies to protect lesbian, gay, bisexual and gender non-conforming students. The California Safe Schools Coalition has model policy language to assist districts and schools in protecting the rights of these students.

Healthier Generation has a partnership with Sanford Harmony, a social- emotional learning program for Pre-K-6th grade students designed to foster intergender communication and understanding, connection and community both inside and outside of the classroom, and to develop children into compassionate and caring adults. Sanford Harmony promotes positive peer relationships through lessons and activities that encourage communication, collaboration and mutual respect - helping children learn how to build healthy relationships. All materials are available to schools free of charge.

### **Counseling, Psychological and Social Services**

Counseling, psychological and social services support the social, emotional and/or behavioral (SEB) needs of students and promote success in the learning process. These services include individual assessments, direct interventions and referrals to school and community support services, as well as systems-level approaches including resource mapping, school-community-family collaboration and ongoing participation in safety and crisis response efforts.<sup>29</sup>

The district is committed to ensuring that the SEB needs of all students are met. The district will support students' SEB needs by:

- ensuring that an evidenced-based process for identifying students with SEB needs is in place
- ensuring access by students to highly qualified, mental health professionals in the school setting (with appropriate student to professional ratios) and a referral pathway for connecting students to community-based providers as needed
- coordinating with school and community-based mental health providers to address students' SEB needs
- implementing evidence-based programs and practices which support a positive social-emotional climate (see Social-Emotional Climate section of this document)
- implementing evidence-based interventions for students in need of additional SEB support
- ensuring that suicide prevention policies and programs are in place in all buildings and that school and school-based OST staff are trained in identifying students at risk and referring them to appropriate services
- providing appropriate training to all school and school-based OST staff on meeting students SEB needs
- coordinating with caregivers and students to address students' SEB needs
- regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement

Foundational knowledge in critical aspects of social-emotional and behavioral health is critical to ensuring staff have the knowledge and skills to respond to students in need. Important training topics include, but are not limited to: trauma-informed approaches, social-emotional learning, equity and diversity, staff well-being, student-centered discipline and the importance of building relationships with students.

### **Health Services**

School health services address existing and potential health problems, including providing first aid, emergency care and assessment and planning for the management of chronic conditions (such as asthma and diabetes). In addition, wellness promotion, preventative services and staff, caregiver and student education help to ensure the optimal health of all students.<sup>29</sup>

The district is committed to ensuring that the physical health needs of all students are met. The district will support students' physical health by:

- conducting assessments and planning for meeting the individual chronic disease management needs of students
- ensuring students have access to highly qualified nurses or other medical professionals in the school setting (with appropriate student to professional ratios) and referrals to and collaboration with community services as needed
- coordinating with caregivers and community medical providers to address students' health needs

A critical issue facing schools is the increase in the use of e-cigarettes. Schools are being called upon to teach students about the health risks of e-cigarettes and offer tobacco prevention and cessation programming. In addition to presenting numerous health risks, there has been an increase in suspensions as a result of e-cigarette use. Intervention for Nicotine Dependence: Education, Prevention, Tobacco and Health (INDEPTH) is a new, convenient alternative to suspension or citation that helps schools and communities address the teen vaping problem in a more supportive way.

- ensuring that school-based health staff consult and collaborate with teachers and other school and school-based OST staff regarding pertinent student health information
- disseminating health information resources to students and caregivers (e.g., pamphlets, flyers and posters)
- providing student physical health screenings (e.g., vision and hearing)
- addressing management of acute health incidents (e.g., allergic reactions, asthma attacks and low blood sugar) in the school setting
- providing education regarding high-risk behaviors such as sexual activity and substance use
- coordinating with caregivers to address students' health needs
- regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement

### **Physical Environment**

The physical school environment includes the school buildings as well as the area and facilities surrounding them. A healthy school environment will address schools' physical condition during normal operation as well as renovation, and will protect staff and students from physical dangers as well as biological and chemical agents in the air, water or soil including those brought into the school.<sup>29</sup>

The district is committed to ensuring that the school environment protects the health and safety of students and staff. The district will support healthy and safe school environments within and around all district facilities by:

- identifying regular cleaning and maintenance practices and ensuring compliance with safety standards
- addressing prevention and safe removal (if applicable) of mold and moisture
- addressing reduction/minimization of student and staff exposure to toxins (e.g., vehicle exhaust, mold, air pollution, pesticides and cleaning products)
- specifying a system for monitoring and addressing water quality
- specifying an integrated pest management plan
- addressing the physical condition of buildings and grounds (e.g., lighting, noise, ventilation and air quality)
- establishing tobacco-free building and grounds
- educating students, school staff and school-based OST staff on maintaining the safety of the school physical environment
- specifying physical safety measures and procedures (e.g., double entry access, locked doors and windows, surveillance, supervision of hallways, check-in/check-out systems for visitors and safe transport)
- requiring the establishment of an ongoing school safety team for the district (can be part of the DWC) and in each school building
- specifying a crisis preparedness and response plan for the district and assisting each school in developing a plan
- addressing the presence of and training for school resource officers
- regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement

Asthma is one of the most common chronic health conditions among students. There are many policies and practices that districts and schools can employ to improve the health of children with asthma. Enhancing School Wellness Policies to Protect Student Lung Health from the American Lung Association provides additional information on ensuring that wellness policies support students with asthma.

## Employee Wellness

Schools are worksites as well as places of learning. Ensuring that school employees' physical, social-emotional and mental health needs are met is pivotal to their well-being and to students' before academic success. Schools should create work environments that support healthy eating, physical activity and healthy behaviors, such as not using tobacco, and that address the social-emotional health of staff through explicit focus on stress management, maintaining positive relationships, teacher self-efficacy and support for purpose-driven work. Employee wellness programs and healthy work environments can decrease employee health insurance premiums and reduce employee absenteeism and turnover.<sup>29</sup>

The district is committed to supporting the physical and mental health and well-being of all district employees. The district will support employee health and well-being by:

- engaging educators as stakeholders in all school improvement and planning processes
- designating employee wellness (both physical and mental) as a priority in the district organizational structure
- disseminating physical and mental health information resources to school and school-based OST staff (e.g., pamphlets, flyers and posters)
- conducting free or low-cost physical and mental health risk screenings at least once per year
- conducting employee wellness/health (physical and mental) promotion activities at least once per year
- providing access (for free or at low-cost) to and encouraging participation in and use of physical and mental health programs/resources for:
  - healthy eating and weight management
  - physical activity
  - stress management
  - tobacco avoidance and cessation
  - social-emotional health
- considering the disabilities of staff and ensuring access by all staff to health and wellness programs and resources that are offered
- promoting a positive workplace climate with a focus on diversity and inclusion practices
- designating a consistent and systemic approach for employee conflict resolution
- addressing space and break time for lactation/breastfeeding
- including employees in regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement

Healthier Generation strongly recommends that districts establish healthy meeting policies to support employee health and ensure that staff are modeling healthy habits for children. Many districts require that all food served at staff meetings adhere to Smart Snacks requirements.





### Caregiver (Family) Engagement

A strong relationship between caregivers and school staff reinforces student health and academic development. School staff should make caregivers feel welcome, engage them in meaningful ways and make efforts to sustain their engagement. Caregivers should be actively involved in their child's learning and development.<sup>29</sup>

The district is committed to encouraging caregiver engagement in school-level decision making and activities. The district will support caregiver engagement by:

- ensuring that caregivers are actively recruited for inclusion on the DWC with attention to diversity of representation in terms of race, ethnicity, gender identity, disability status, etc. (see District Wellness Council section of this document)
- ensuring that caregivers participate in the development, implementation and periodic review and update of the LWP
- making the LWP available to the public
- ensuring that schools and school-based OST providers are providing opportunities for ongoing, sustained family engagement throughout the school year
- ensuring that schools and school-based OST providers are providing opportunities for two-way communication with caregivers
- supporting schools in aligning caregiver engagement activities with the needs of the community and district wellness objectives
- ensuring that schools are using culturally responsive practices to engage caregivers
- disseminating health information resources to caregivers (e.g., pamphlets, flyers and posters)
- providing programs on physical activity, nutrition and other physical and mental health topics for caregivers and community members that are fully inclusive, culturally informed and address the need of the community
- providing school-based volunteer opportunities for caregivers (e.g., PTA/PTO and other school committees)
- including caregivers in regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement

Studies show that the majority of students do not get a sufficient amount of sleep each night. This shortage can lead to health issues including obesity, diabetes and problems with attention and behavior. Developing quality sleep habits can help reduce these risks and improve kids' mental, physical and emotional well-being. Healthier Generation has partnered with Sleep Number to develop Sleep Smarter, Perform Better, a digital resource center featuring information and tools to help youth achieve better sleep and improve their health, well-being and academic performance. Schools can share these resources with caregivers and assist them with creating healthy sleep patterns for their students.



### Community Involvement

Community organizations (e.g., cultural and civic organizations, social service agencies, faith-based organizations, health clinics, colleges and universities and local businesses) can create partnerships with schools to offer resources, services and support to student learning and development as well as the physical and mental health of students and staff.<sup>29</sup>

The district is committed to encouraging community involvement in school-level decision making and activities. The district will support community involvement by:

- ensuring that community members are actively recruited for inclusion on the DWC with attention to diversity of representation in terms of race, ethnicity, gender identity, disability status, etc. (see District Wellness Council section of this document)
- ensuring that community members participate in the development, implementation and periodic review and update of the LWP
- making the LWP available to the public
- developing relationships with community organizations to identify community-based opportunities for student service-learning
- developing joint or shared-use agreements for physical activity participation at all schools
- including community members in regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement



## GLOSSARY

**21ST CENTURY COMMUNITY LEARNING CENTERS (CCLC)** – The 21st Century Community Learning Center initiative is the only federal funding source dedicated exclusively to supporting local afterschool, before-school and summer learning programs. Each state receives funds based on its share of Title I funding to support academic enrichment, drug and violence prevention programs, career and technical programs, counseling programs, art, music, STEM programs and physical activity and nutrition education programs for low-income students. Services are also provided to the caregivers of children who are served by the program.

**BOYS AND GIRLS CLUBS OF AMERICA (BGA)** – Boys and Girls Clubs of America is a national, nonprofit organization that provides programs and services to promote and enhance the development of boys and girls by installing a sense of competence, usefulness, belonging and influence. The mission of the organization is to enable all young people, especially those most in need, to reach their full potential as productive, caring, responsible citizens by providing a safe place to learn and grow, developing ongoing relationships with caring, adult professionals and participating in life-enhancing programs and character development experiences.

**CHILD NUTRITION PROGRAMS** – The Child Nutrition Programs are federally funded programs aimed at providing low-income children with nutritionally balanced, low-cost or free meals and snacks in schools, childcare centers and out-of-school time programs. These programs include the National School Lunch Program, the School Breakfast Program, the Special Milk Program, the Child and Adult Care Food Program and the Summer Foodservice Program.

**COMPETITIVE FOODS AND BEVERAGES** – Competitive foods and beverages are those sold outside of the federal school meals programs. They include those offered in vending machines, à la carte, school stores, snack bars, canteens, classroom parties, classroom snacks, school celebrations, fundraisers or school meetings. These foods and beverages are required to meet science-based nutrition standards (Smart Snacks), as published by the USDA and required by the Healthy Hunger-Free Kids Act of 2010.

**COMPREHENSIVE SCHOOL PHYSICAL ACTIVITY PROGRAM (CSPAP)** – A Comprehensive School Physical Activity Program is a multi-component approach by which schools and districts use all opportunities for students to be physically active, meet the nationally-recommended 60 minutes of physical activity each day and develop the knowledge, skills and confidence to be physically active throughout their lives.

**DISTRICT WELLNESS COUNCIL (DWC)** – A District Wellness Council is sometimes referred to as the School Health Advisory Council (SHAC). It is comprised of district, school and community members who meet at least four times per year to establish district goals and to oversee school health and safety policies and programs, including development, implementation, evaluation and updates of the Local School Wellness Policy.

**DIVERSITY AND INCLUSION PRACTICES** – Diversity and inclusion practices are the methods undertaken by an organization to ensure that the value of differences is recognized and that all have the opportunity to participate and succeed regardless of gender, race/ethnicity, mental, emotional, psychological or physical disabilities, learning styles, geographic residence, languages used, cultural heritage, educational level and more. This includes not only how programming is presented, but also reaching out to people, engaging them in ways that address their needs and perspectives and encouraging all to become actively involved.

**EVIDENCE-BASED** – Evidence-based interventions have been rigorously studied and have been shown to improve student outcomes.

**EXTENDED SCHOOL DAY** – The extended school day is the time during, before and after school that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

**FOOD AND BEVERAGE MARKETING** – Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes oral, written or graphic statements, made for promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

**HEALTH EQUITY** – Health equity means that everyone has a fair and just opportunity to be as healthy as possible. This requires removing obstacles to health such as poverty, discrimination and their consequences including powerlessness, lack of access to good jobs with fair pay, quality education and housing, safe environments and health care.

**HEALTHY, HUNGER-FREE KIDS ACT OF 2010** – The Healthy, Hunger-Free Kids Act of 2010 authorized funding for federal school meal and child nutrition programs and increased access to healthy food for low-income children. The law updated the meal patterns and nutrition standards for the National School Lunch Program (NSLP) and the School Breakfast Program (SBP) to align with the 2010 Dietary Guidelines for Americans and for the first time, set nutritional standards for foods sold in schools outside of the school meal programs (competitive foods).

**LOCAL EDUCATION AGENCY (LEA)** – A Local Education Agency is the local/district agency that is responsible for education within their jurisdiction and/or school district.

**LOCAL SCHOOL WELLNESS POLICY (LWP)** – A Local School Wellness Policy is a written document of official policies that guide a local education agency (LEA) or school district's efforts to establish a school environment that promotes students' health, well-being and ability to learn by supporting healthy eating and physical activity.

**MODERATE TO VIGOROUS PHYSICAL ACTIVITY (MVPA)** – Moderate to vigorous physical activities cause an increase in heart rate, breathing and body temperature. Breathing hard and sweating lightly should occur when engaged in MVPA.

**NATIONAL SCHOOL LUNCH PROGRAM (NSLP)** – The National School Lunch Program is a federally assisted meal program operating in public and nonprofit private schools as well as residential childcare institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day.

**NUTRITION EDUCATION** – Nutrition education involves using a curriculum-based model to teach essential knowledge and skills to improve healthy eating habits. Nutrition education can be provided in schools as a separate subject or it can be integrated into other subjects. For example, teaching a science lesson about how food is grown can address science standards while addressing the importance of consuming fresh fruits and vegetables.

**NUTRITION PROMOTION** – Nutrition promotion is using evidence-based techniques and messages to influence lifelong healthy eating behaviors. For example, displaying posters about healthy eating in the cafeteria.

**OFFERED** – Offered is used to describe foods in schools that are provided, not sold, to students throughout and beyond the school day. These may include foods provided as snacks or during classroom celebrations.

**OUT-OF-SCHOOL TIME (OST) SETTINGS** – Out-of-school time settings are supervised programs that young people regularly attend when school is not in session. This can include before- and after-school programs on (or offsite from) a school campus or facilities, academic programs (e.g., reading or math-focused programs), specialty programs (e.g., sports teams, STEM programs or arts enrichment programs) and multipurpose programs that provide an array of activities (e.g., 21st Century Community Learning Centers, Boys & Girls Clubs or YMCAs).

**PARENT TEACHER ASSOCIATION/PARENT TEACHER ORGANIZATION (PTA/PTO)** – Parent Teacher Associations and Parent Teacher Organizations are associations of caregivers and teachers that play a pivotal role in how educational standards and other policies are enacted and implemented at the state, district and school levels. PTA/PTO leaders are encouraged to meet with their school, district and/or state administrators to ensure a school environment where all students can learn.

**POSITIVE BEHAVIORAL INTERVENTION AND SUPPORTS (PBIS)** – Positive Behavioral Intervention and Supports is an approach schools can use to improve school safety and promote positive behavior. It also helps schools decide how to respond to a child who misbehaves. PBIS ensures that schools teach kids about behavior, just as they would teach about any other subject, and recognizes that kids can only meet behavior expectations if they know what the expectations are.

**PARK AND RECREATION AGENCIES** – Park and recreation agencies oversee parks and recreation facilities that are for the purposes of leisure, entertainment and recreational pursuits. These may include public spaces and facilities like parks, nature preserves, open space areas, greenways, trails and built structures for sport, recreation or arts programs. Examples of services include recreation activity programs, athletic leagues, special events, arts programs and environmental education programs. Many recreation agencies provide OST programming for children and youth.

**SCHOOL BREAKFAST PROGRAM (SBP)** – The School Breakfast Program is a federally funded meal program that provides free- and reduced-price breakfast meals to low-income students across the country. School breakfast can be offered in the cafeteria, though many schools offer breakfast in the classroom or through grab-and-go carts to increase participation in the meal programs, and to reduce the stigma of receiving school breakfast.

**SCHOOL CAMPUS** – The school campus encompasses the areas that are owned or leased by the school and used at any time for school-related activities. Additional areas include the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums and parking lots.

**SCHOOL DAY** – The school day is represented by the time between midnight the night before to 30 minutes after the end of the instructional day.

**SCHOOL FOOD AUTHORITY (SFA)** – The School Food Authority is the governing body that is responsible for the administration of one or more schools and has the legal authority to operate the federal meal programs.

**SCHOOL WELLNESS COMMITTEE (SWC)** – A School Wellness Committee is a school-level committee that focuses on the health and wellness needs of the student, staff and community partners at a specific school. The SWC is comprised of school staff, students, caregivers and community stakeholders, and supports school-level implementation of the local school wellness policy.

**SMART SNACKS IN SCHOOL NUTRITION STANDARDS (SMART SNACKS)** – The Smart Snacks in School Nutrition Standards are a set of science-based nutrition standards for all foods and beverages sold to students on the school campus during the school day. These standards, published by the USDA and required by the Healthy Hunger-Free Kids Act of 2010, went in to effect July 1, 2014. These standards are required for all foods and beverages sold outside the school meals programs, including through vending machines, à la carte, school stores, snack or food carts and in-school fundraising.

**SOCIAL-EMOTIONAL CLIMATE** – The social-emotional climate refers to the physical, social, academic and disciplinary environment in a school building, school campus or out-of-school time site. This includes norms, values, culture, policies, practices, characteristics of relationships and organizational structure. A positive school climate supports the overall mental and physical health of children while meeting their academic needs and ensuring positive interactions between students and staff.

**SOCIAL-EMOTIONAL LEARNING (SEL)** – Social-emotional learning is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

**STATE EDUCATION AGENCY (SEA)** – A State Education Agency, often referred to as the Department of Education, is responsible for providing information, resources and technical assistance on educational areas related to schools and residents. The primary function of the SEA is to administer and coordinate education in a state, including distributing and monitoring federal funds intended for education. The SEA is also responsible for collecting data on schools within their state and enforcing federal educational laws regarding privacy and civil rights.

**TRAUMA-INFORMED APPROACHES** – Trauma-informed refers to the delivery of services in a way that includes an understanding of trauma and an awareness of the impact it can have across settings, services and populations.

**TRAUMA-SENSITIVE APPROACHES** – Trauma-sensitive approaches ensure that all children and youth feel safe, welcomed and supported. Youth-serving organizations that utilize trauma-sensitive approaches acknowledge the impact of trauma on learning on an organization-wide basis and assist children and youth in managing this trauma as a central part of their educational mission.

**WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD (WSCC) MODEL** – The Whole School, Whole Community, Whole Child, or WSCC model, is the Centers for Disease Control and Prevention's framework for addressing health in schools. The WSCC model is student-centered and emphasizes the role of the community in supporting the school, the connections between health and academic achievement and the importance of evidence-based school policies and practices.



## APPENDIX A: RESOURCES

### ACTIVE TRANSPORTATION

Safe Routes to School Building Blocks: A Guide to Starting and Growing a Safe Routes to School Program. Safe Routes Partnership. Available at: <https://www.saferoutespartnership.org/resources/toolkit/building-blocks>

### CHRONIC ABSENTEEISM

Framework for Action: Addressing Chronic Absenteeism through the Every Student Succeeds Act (ESSA). Alliance for a Healthier Generation, Attendance Works and Healthy Schools Campaign. Available at: <https://healthyschoolscampaign.org/wp-content/uploads/2017/05/Framework-for-Action-Addressing-Chronic-Absenteeism-through-ESSA-Implementation.pdf>

### COUNSELING, PSYCHOLOGICAL AND SOCIAL SERVICES

Adverse Childhood Experiences: The School Board's Role in Building Connections and Support for Students. The National Schools Boards Association. Available at: <https://www.nsba4safeschools.org/HigherLogic/System/DownloadDocumentFile.ashx?DocumentFileKey=f4601164-89b2-d814-a0b0-104e86ae2370&forceDialog=0>

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### DIVERSITY AND INCLUSION

A Guide to Inclusive Physical Activity Programs. National Center on Health, Physical Activity and Disability. Available at: <https://www.nchpad.org/1505/6461/Discover~Inclusive~School~Wellness>

Diversity and Inclusion Toolkit. National PTA. Available at: [https://www.pta.org/home/run-your-pta/Diversity-Inclusion-Toolkit?gclid=Cj0KCOjw-Mr0BRDyARIsAKEFbecAYnR5LJsRTMpD2YD1TxoGQuNeXXcCmTSNuw3LkOFFwSFYohcCeUoaAkcqEALw\\_wcB](https://www.pta.org/home/run-your-pta/Diversity-Inclusion-Toolkit?gclid=Cj0KCOjw-Mr0BRDyARIsAKEFbecAYnR5LJsRTMpD2YD1TxoGQuNeXXcCmTSNuw3LkOFFwSFYohcCeUoaAkcqEALw_wcB)

I Can Do It! Mentoring Children and Youth with Disabilities to Lead Healthy, Active Lifestyles Program Manual. Administration of Community Living and Department of Health and Human Services. Available at: <https://acl.gov/sites/default/files/programs/2019-02/ICDIProgramManual2019.pdf>

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Unified Physical Education Resources, 2nd Edition. Special Olympics Unified Champion Schools. Available at: [http://media.specialolympics.org/resources/community-building/youth-and-school/unified-champion-schools/Unifed%20Champion%20School-Unified-Physical-Education-Resources-v2.pdf?\\_ga=2.87557085.414026992.1565010701-557370348.1547143351](http://media.specialolympics.org/resources/community-building/youth-and-school/unified-champion-schools/Unifed%20Champion%20School-Unified-Physical-Education-Resources-v2.pdf?_ga=2.87557085.414026992.1565010701-557370348.1547143351)

### E-CIGARETTES AND TOBACCO

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**EVIDENCE-BASED INTERVENTIONS**

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<https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/blogs/RELMW-ESSA-Tiers-Video-Handout-508.pdf>.

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[http://www.nea.org/assets/docs/PB11\\_ParentInvolvement08.pdf](http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf)

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<https://www.cdc.gov/healthyschools/parentsforhealthyschools/p4hs.htm>

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<https://fns-prod.azureedge.net/sites/default/files/cn/fundraisersfactsheet.pdf>

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Healthy Out-of-School Time Program Assessment. Alliance for a Healthier Generation. Available at:  
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**HEALTHY MEETINGS**

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Indoor Air Quality Tools for Schools: Preventive Maintenance Guidance. Environmental Protection Agency. Available at: [https://www.epa.gov/sites/production/files/2019-03/documents/epa\\_oria\\_iaq-tfs\\_preventive-maintenance-guidance\\_2019\\_final-508.pdf](https://www.epa.gov/sites/production/files/2019-03/documents/epa_oria_iaq-tfs_preventive-maintenance-guidance_2019_final-508.pdf)

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**SCHOOL AND OUT-OF-SCHOOL TIME HEALTH AND WELLNESS BEST PRACTICES**

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#### **SCHOOL NUTRITION PROFESSIONAL STANDARDS**

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#### **SCHOOL WELLNESS COMMITTEES**

School Wellness Committee Toolkit. Alliance for a Healthier Generation. Available at: <https://www.healthiergeneration.org/app/resources/235>

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**WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD MODEL**

WellsAT WSCC. University of Connecticut Collaboratory on School and Child Health. Available at: <https://csch.uconn.edu/wellsat-wscc/>

Whole School, Whole Community, Whole Child Model. Centers for Disease Control and Prevention. Available at: <https://www.cdc.gov/healthyschools/wsc/index.htm>

Think About the Link: WSCC in Practice. University of Connecticut Collaboratory on School and Child Health. <https://csch.uconn.edu/wsc-practice-briefs/#>.



## APPENDIX B: ESSENTIAL HEALTHY EATING AND PHYSICAL ACTIVITY TOPICS IN HEALTH EDUCATION

GRADE LEVEL	ESSENTIAL HEALTHY EATING TOPICS	
<b>K-2</b>	<ul style="list-style-type: none"> <li>▪ MyPlate</li> <li>▪ Meals and Snacks</li> <li>▪ Valid Information</li> <li>▪ Food Safety</li> </ul>	<ul style="list-style-type: none"> <li>▪ Breakfast</li> <li>▪ Social Influences</li> <li>▪ Eating Goals</li> <li>▪ Advocating for Others to Eat Healthfully</li> </ul>
<b>3-5</b>	<ul style="list-style-type: none"> <li>▪ MyPlate</li> <li>▪ Fruits/Vegetables /Whole Grains</li> <li>▪ Fats</li> <li>▪ Added Sugars</li> <li>▪ Calcium</li> <li>▪ Meals and Snacks</li> <li>▪ Valid Information</li> <li>▪ Breakfast</li> </ul>	<ul style="list-style-type: none"> <li>▪ Peer Pressure</li> <li>▪ Food Safety</li> <li>▪ Water</li> <li>▪ Breakfast</li> <li>▪ Sodium</li> <li>▪ Social Influences</li> <li>▪ Eating Goals</li> <li>▪ Advocating for Others to Eat Healthfully</li> </ul>
<b>6-8</b>	<ul style="list-style-type: none"> <li>▪ Disease Prevention</li> <li>▪ MyPlate</li> <li>▪ Labels</li> <li>▪ Variety</li> <li>▪ Fruits/Vegetables/ Whole Grains</li> <li>▪ Fats</li> <li>▪ Added Sugars</li> <li>▪ Calcium</li> <li>▪ Meals and Snacks</li> </ul>	<ul style="list-style-type: none"> <li>▪ Peer Pressure</li> <li>▪ Body Size</li> <li>▪ Water</li> <li>▪ Breakfast</li> <li>▪ Eating Out</li> <li>▪ Eating Disorders</li> <li>▪ Dietary Guidelines</li> <li>▪ Eating Goals</li> <li>▪ Advocating for Others to Eat Healthfully</li> </ul>
<b>9-12</b>	<ul style="list-style-type: none"> <li>▪ Disease Prevention</li> <li>▪ Labels</li> <li>▪ Energy In/Out</li> <li>▪ Peer Pressure</li> <li>▪ Weight Control Practices</li> <li>▪ Body Size</li> <li>▪ Food Safety</li> </ul>	<ul style="list-style-type: none"> <li>▪ Breakfast</li> <li>▪ Eating Out</li> <li>▪ Eating Disorders</li> <li>▪ Dietary Guidelines</li> <li>▪ Eating Goals</li> <li>▪ Advocating for Others to Eat Healthfully</li> </ul>

GRADE LEVEL	ESSENTIAL PHYSICAL ACTIVITY TOPICS
<b>K-2</b>	<ul style="list-style-type: none"> <li>▪ Benefits of Physical Activity</li> <li>▪ Health-Related Fitness</li> <li>▪ Decreasing Sedentary Activities</li> <li>▪ Social Influences on Physical Activity</li> </ul>
<b>3-5</b>	<ul style="list-style-type: none"> <li>▪ Benefits of Physical Activity</li> <li>▪ Health-Related Fitness</li> <li>▪ Decreasing Sedentary Activities</li> <li>▪ Social Influences on Physical Activity</li> <li>▪ Physical Activity and Weight</li> <li>▪ Physical Activity and Academics</li> <li>▪ Phases of Exercise Sessions</li> <li>▪ Opportunities for Community Physical Activity</li> <li>▪ Valid Information on Physical Activity Services</li> <li>▪ Personal Physical Activity Goals</li> <li>▪ Physical Activity Advocacy</li> <li>▪ Resisting Peer Pressure that Discourages Physical Activity</li> </ul>
<b>6-8</b>	<ul style="list-style-type: none"> <li>▪ Benefits of Physical Activity</li> <li>▪ Health-Related Fitness</li> <li>▪ Decreasing Sedentary Activities</li> <li>▪ Social Influences on Physical Activity</li> <li>▪ Physical Activity and Weight</li> <li>▪ Physical Activity and Academics</li> <li>▪ Differences between Physical Activity/Exercise/Fitness</li> <li>▪ Phases of Exercise Sessions</li> <li>▪ Opportunities for Community Physical Activity</li> <li>▪ Injury Prevention</li> <li>▪ Weather-Related Safety</li> <li>▪ Valid Information on Physical Activity Services</li> <li>▪ Personal Physical Activity Goals</li> <li>▪ Physical Activity Advocacy</li> <li>▪ Resisting Peer Pressure that Discourages Physical Activity</li> </ul>
<b>9-12</b>	<ul style="list-style-type: none"> <li>▪ Benefits of Physical Activity</li> <li>▪ Health-Related Fitness</li> <li>▪ Decreasing Sedentary Activities</li> <li>▪ Physical Activity and Academics</li> <li>▪ Inactive Lifestyle and Chronic Disease</li> <li>▪ Phases of Exercise Sessions</li> <li>▪ Overcoming Barriers to Physical Activity</li> <li>▪ Opportunities for Community Physical Activity</li> <li>▪ Injury Prevention</li> <li>▪ Weather-Related Safety</li> <li>▪ Valid Information on Physical Activity Services</li> <li>▪ Personal Physical Activity Goals</li> <li>▪ Physical Activity Advocacy</li> <li>▪ Resisting Peer Pressure that Discourages Physical Activity</li> </ul>

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## Healthy Schools Assessment Guide

The Alliance for a Healthier Generation (Healthier Generation) [Healthy Schools Framework of Best Practices](#) identifies specific criteria for a healthy school environment and serves as a guide for policy and practice change. The Healthy Schools Assessment is a subset of questions from the Centers for Disease Control and Prevention's School Health Index that allows schools and districts to assess their health policies and programs in the areas of: Policy & Environment, Nutrition Services, Smart Snacks, Health & Physical Education, Physical Activity and Employee Wellness.

This guide will help schools and districts navigate the Healthy Schools Assessment as a tool for continuous quality improvement.

1. Use this guide to gather answers to the assessment questions. Reference the “people who may know” column to identify the people at the school or district level who can help to complete the assessment.
2. Enter responses in the online assessment tool at [www.healthiergeneration.org/app](http://www.healthiergeneration.org/app).
3. Continuously share information with the school wellness committee and create an [action plan](#).

### NOTES:

- Questions marked with “FR” are components of the federal requirement for local school wellness policies (LWP).
- Questions marked with an \* are in the Healthy Districts Assessment. District staff can suggest an answer to these questions for their schools to select. While district staff can provide guidance on these questions, each school should accurately represent what is being implemented in their building.

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### Topic Area: Policy and Environment

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
PO-1	<p><u>Representative school health committee or team:</u></p> <p>Does your school have a <b>representative</b> committee or team that meets at least four times a year and oversees school health and safety <b>policies</b> and programs?</p>	<p>3 = Yes.</p> <p>2 = There is a committee or team that does this, <b>but</b> it could be more representative of the school and include more individuals from across the school community.</p> <p>1 = There is a committee or team, but it is <b>not</b> representative of the school community, <b>or</b> it meets less often than four times a year.</p> <p>0 = No.</p>	<p>Principal School wellness lead</p> <p>National Advisor: <a href="mailto:Shauvon.Simmons-Wright@healthiergeneration.org">Shauvon.Simmons-Wright@healthiergeneration.org</a></p>	<p>Verify that the committee meets regularly and has at least six members from the school and community, including parents and students (CDC recommendation).</p> <p>List and publicize meetings date and times to encourage participation.</p> <p>List and publicize committee members and their roles to support increasing participation and involvement.</p>	<p><a href="#">School Wellness Committee Toolkit</a></p> <p><a href="#">Building a Successful School Wellness Committee "TEAM"</a></p> <p><a href="#">School Wellness Committee Meeting Schedule</a></p>
PO-2*	<p><u>Written school health and safety policies:</u></p> <p>Does your school or district have written health and safety <b>policies</b> that include the following components?</p> <ul style="list-style-type: none"> <li>▪ Rationale for developing and implementing the policies</li> <li>▪ Population for which the policies apply (e.g., students, staff, visitors)</li> <li>▪ Where the policies apply (e.g., on and/or off school property)</li> <li>▪ When the policies apply</li> <li>▪ Programs supported by the policies</li> <li>▪ Designation of person(s) responsible</li> </ul>	<p>3 = <b>All</b> of our health and safety policies include all of these components.</p> <p>2 = <b>Most</b> of our health and safety policies include <b>all</b> of these components.</p> <p>1 = <b>Some</b> of our health and safety policies include <b>some</b> of these components.</p> <p>0 = <b>Few</b> of our health and safety policies include</p>	<p>Principal District food service director District wellness lead School wellness lead</p> <p>National Advisor: <a href="mailto:Shauvon.Simmons-Wright@healthiergeneration.org">Shauvon.Simmons-Wright@healthiergeneration.org</a></p>	<p>Verify that the required components are included in written policy (these components may also be included in local school wellness policy or other district policies). The school or district safety policy must be a comprehensive safety plan including the following; emergency evacuation procedures, air quality management, post COVID-19 regulations, campus safety, and gang and bullying prevention.</p>	<p><a href="#">Model Wellness Policy</a></p>

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	<p>(e.g., school administrator(s), teachers) for implementing the policies</p> <ul style="list-style-type: none"> <li>▪ Designation of person(s) responsible (e.g., school administrator(s), teachers) for enforcing the policies</li> <li>▪ Communication procedures (e.g., through staff meetings, <b>professional development</b>, website, staff handbook, parent handbook) of the policies</li> <li>▪ Procedures for addressing policy infractions</li> <li>▪ Definitions of terms</li> </ul>	<p>only a <b>few</b> of these components, <b>or</b> our school or district does <b>not</b> have any health and safety policies.</p>			
PO-3	<p><u>Local school wellness policy:</u></p> <p>Has your school <b>implemented</b> the following components of the local education agency's (LEA) or district's local school wellness policy?</p> <ul style="list-style-type: none"> <li>▪ Specific goals for nutrition education and promotion activities</li> <li>▪ Specific goals for physical activity opportunities</li> <li>▪ Specific goals for other school-based activities that promote student wellness</li> <li>▪ Nutrition standards for all foods and beverages sold on the school campus during the school day that are consistent with Federal regulations for school meals and Smart Snacks in School</li> <li>▪ Standards for all foods and beverages provided, but not sold, to students during the school day (e.g., in classroom parties or classroom snacks brought by parents)</li> <li>▪ Policies for marketing and advertising of only those foods and beverages that meet the USDA Smart Snacks in School nutrition standards on the <b>school campus</b> during the school day</li> <li>▪ Permit parents, students, representatives of the school food</li> </ul>	<p>3 = Yes, our school has implemented <b>all</b> of these components.</p> <p>2 = Our school has implemented <b>most</b> of these components.</p> <p>1 = Our school has implemented a <b>few</b> of these components.</p> <p>0 = No, we have <b>not</b> implemented any of these components, <b>or</b> our policy does not include any of these components, <b>or</b> our district does not have a local school wellness policy.</p>	<p>Principal District food service director District wellness lead School wellness lead</p> <p>National Advisor: <a href="mailto:Shauvon.Simmons-Wright@healthiergeneration.org">Shauvon.Simmons-Wright@healthiergeneration.org</a></p>	<p>Verify that the local school wellness policy includes all required components of the USDA final rule.</p>	<p><a href="#">10 Essential Components of Local School Wellness Policy Checklist</a></p> <p><a href="#">Model Wellness Policy</a></p> <p><a href="#">Putting Policy Into Practice</a></p>

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<p>authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and review and update of the local school wellness policy</p> <ul style="list-style-type: none"> <li>▪ Identified one or more school district and/or school official(s) who have the authority and responsibility to ensure each school complies with the policy             <ul style="list-style-type: none"> <li>▪ Informed and updated the public (including parents, students, and others in the community) about the local school wellness policy on an annual basis</li> </ul> </li> <li>▪ At least once every three years, measure:             <ul style="list-style-type: none"> <li>- the extent to which schools are in compliance with the local school wellness policy,</li> <li>- the extent to which the local education agency's local school wellness policy compares to model local school wellness policies, and</li> <li>- the progress made in attaining the goals of the local school wellness policy and made this assessment available to the public.</li> </ul> </li> </ul> <p>By the start of the 2006-2007 school year, every school district participating in the Federal meal program was required to establish a local school wellness policy for all schools under its jurisdiction. In addition, beginning July 1, 2104, USDA's Smart Snacks in School nutrition standards, required by the Healthy, Hunger-Free Kids Act of 2010, allowed schools to offer healthier snack foods to children, while limiting junk food. (See <a href="https://www.fns.usda.gov/school-meals/tools-schools-focusing-smart-snacks">https://www.fns.usda.gov/school-meals/tools-schools-focusing-smart-snacks</a>). USDA's Smart Snacks in School nutrition standards are practical, science-based nutrition standards for snack foods and beverages sold to children at school during the school day. The Smart Snacks in School nutrition standards were updated in 2016. Your school health team should review your district's local school</p>				
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	wellness policy before completing this question.				
PO-4	<p><u>School start times (middle and high schools only):</u></p> <p>Does your school day start at 8:30 a.m. or later to promote sufficient sleep and improved health and academic performance?</p> <p>NOTE: The American Academy of Pediatrics recommends that middle schools and high schools start classes no earlier than 8:30 a.m. in order to permit students to get adequate sleep.</p>	<p>3 = Yes.</p> <p>2 = School starts between 8:00 a.m. and 8:29 a.m.</p> <p>1 = School starts between 7:30 a.m. and 7:59 a.m.</p> <p>0 = School starts before 7:30 a.m.</p>	<p>Principal School wellness lead</p> <p>National Advisor: <a href="mailto:Shauvon.Simmons-Wright@healthiergeneration.org">Shauvon.Simmons-Wright@healthiergeneration.org</a></p>	<p>Verify that middle and high schools start at 8:30 a.m. or later.</p> <p>*Note: Serving breakfast is a part of the school schedule and must begin 8:30am or later.</p>	<p><a href="#">Start School Later</a></p>
PO-5	<p><u>Health services provided by a full-time school nurse:</u></p> <p>Does your school have a <b>full-time</b>, registered school nurse <b>responsible</b> for <b>health services</b> all day, every day? Are an adequate number of full-time school nurses provided, based on the recommendation of at least one nurse per school?</p> <p>NOTE: More nurses are recommended if students have extensive nursing needs.</p>	<p>3 = Yes, we have a registered school nurse present all day every day.</p> <p>2 = We have a registered school nurse present <b>most</b> of the time each week.</p> <p>1 = We have a registered school nurse present <b>some</b> of the time each week, <b>or</b> we have an LPN or UAP (supervised by a school nurse) who is present at least <b>some</b> of the time each week.</p> <p>0 = No, we do <b>not</b> have a registered school nurse, LPN, or UAP present in our school, <b>or</b> we have an <b>unsupervised</b> LPN or UAP in our school.</p>	<p>Principal School wellness lead</p> <p>National Advisor: <a href="mailto:Shauvon.Simmons-Wright@healthiergeneration.org">Shauvon.Simmons-Wright@healthiergeneration.org</a></p>	<p>Verify that a registered school nurse is present all day, every day. The school nurse's schedule should be publicized on the school website.</p>	<p><a href="#">Resources and Practices to Support the School Nurse Role in Building a Healthier School Environment</a></p> <p><a href="#">NASN The Role of the 21st Century School Nurse</a></p>
PO-6	<p><u>Counseling, psychological, and social services provided by a full-time counselor, social worker, and</u></p>	<p>3 = Yes, we have a full-time counselor, social worker, and</p>	<p>Principal School wellness lead</p>	<p>Verify that your school has a full-time counselor, social worker and/or psychologist</p>	

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	<p><u>psychologist:</u></p> <p>Does your school have access to a <b>full-time</b> counselor, social worker, or psychologist for providing <b><u>counseling, psychological, and social services</u></b>? Is an adequate number of these staff members provided based on the following recommended ratios?</p> <ul style="list-style-type: none"> <li>▪ One counselor for every 250 students</li> <li>▪ One social worker for every 400 students</li> <li>▪ One psychologist for every 1,000 students</li> </ul>	<p>psychologist, <b>and</b> the recommended ratios are present.</p> <p>2 = We have a full-time counselor, social worker, and psychologist, but <b>fewer</b> than the recommended ratios.</p> <p>1 = We have a full-time counselor, social worker <b>or</b> psychologist, but not all three.</p> <p>0 = No, we do <b>not</b> have even one full-time counselor, social worker or psychologist.</p>	<p>National Advisor:  <a href="mailto:Shauvon.Simmons-Wright@healthiergeneration.org">Shauvon.Simmons-Wright@healthiergeneration.org</a></p>	<p>and the recommended student to professional ratios are present.</p>	
PO-7	<p><u>Parenting strategies:</u></p> <p>Does your school provide educational resources for families that address all of the following parenting strategies?</p> <ul style="list-style-type: none"> <li>▪ Praising and rewarding desirable behavior</li> <li>▪ Staying actively involved with children in fun activities</li> <li>▪ Making time to listen and talk with their children</li> <li>▪ Setting expectations for appropriate behavior and academic performance</li> <li>▪ Sharing parental values</li> <li>▪ Communicating with children about health-related risks and behaviors</li> <li>▪ Making a small number of clear, understandable rules designed to increase level of self-management (e.g., routine household chores,</li> </ul>	<p>3 = Yes, addresses <b>all</b> of these topics.</p> <p>2 = Addresses <b>most</b> of these topics.</p> <p>1 = Addresses <b>some</b> of these topics.</p> <p>0 = Addresses <b>none</b> of these topics or does not provide educational resources that address parenting strategies.</p>	<p>Principal School wellness lead</p> <p>National Advisor:  <a href="mailto:Shauvon.Simmons-Wright@healthiergeneration.org">Shauvon.Simmons-Wright@healthiergeneration.org</a></p>	<p>Verify that information about specific parenting strategies is included in the parent/student handbook, newsletters, websites, emails, bulletin boards and/or events.</p> <p>Note: Most of the listed strategies should be addressed.</p>	<p><a href="#">Parent, Family, and Community Involvement in Education</a></p> <p><a href="#">Involving Parents as Partners for Youth Development</a></p>

## Healthy Schools Assessment Guide

	<p>homework, time spent using TV and computer)</p> <ul style="list-style-type: none"> <li>▪ Consistently enforcing family rules with consequences (e.g., an additional chore, restricting TV/computer use for the evening)</li> <li>▪ Monitoring children's daily activities (knowing child's whereabouts and friends)</li> <li>▪ Modeling nonviolent responses to conflict</li> <li>▪ Modeling healthy behaviors</li> <li>▪ Emphasizing the importance of children getting enough sleep</li> <li>▪ Providing a supportive learning environment in the home</li> </ul>				
PO-8	<p><u>Family engagement in school decision making:</u></p> <p>Do families have opportunities to be involved in <b>school decision making</b> for health and safety policies and programs?</p> <p>NOTE: This question only applies to decision making around health and wellness addressing areas outlined in the Healthy Schools Program Framework of Best Practices.</p>	<p>3 = Yes, families have opportunities to be involved in <b>all</b> school decision-making processes for health and safety policies and programs.</p> <p>2 = Families have opportunities to be involved in <b>most</b> school decision-making processes for health and safety policies and programs.</p> <p>1 = Families have opportunities to be involved in <b>some</b> school decision-making processes for health and safety policies and programs.</p> <p>0 = No, families do <b>not</b> have opportunities to be involved in school decision-making processes for health</p>	<p>Principal School wellness lead PTA lead</p> <p>National Advisor: <a href="mailto:Shauvon.Simmons-Wright@healthiergeneration.org">Shauvon.Simmons-Wright@healthiergeneration.org</a></p>	<p>Verify ways families are involved with decision-making, such as: serving on school committees, suggestion/feedback boxes and/or organizing events.</p>	<p><a href="#">CDC Parents for Healthy Schools</a></p> <p><a href="#">CDC Parent Engagement: Strategies for Involving Parents in School Health</a></p> <p><a href="#">Involving Parents as Partners for Youth Development</a></p> <p><a href="#">CDC Promoting Parent Engagement in School Health: A Facilitator's Guide for Staff Development</a></p>

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		and safety policies and programs.			
PO-9	<p><u>Community involvement in school health initiatives:</u></p> <p>Does your school partner with local community organizations, businesses, or local hospitals to engage students and their families in health promotion activities?</p>	<p>3 = Yes, our school partners with local community organizations, businesses, or local hospitals to promote and engage students and their families in health promotion activities, for <b>all</b> school health initiatives.</p> <p>2 = Our school partners with local community organizations, businesses, or local hospitals to promote and engage students and their families in health promotion activities, for <b>most</b> school health initiatives.</p> <p>1 = Our school partners with local community organizations, businesses, or local hospitals to promote and engage students and their families in health promotion activities, for <b>some</b> school health initiatives.</p> <p>0 = No, our school does <b>not</b> partner with local community organizations, businesses, or local hospitals to promote and engage students and their families in</p>	<p>School wellness lead PTA lead</p> <p>National Advisor: <a href="mailto:Shauvon.Simmons-Wright@healthiergeneration.org">Shauvon.Simmons-Wright@healthiergeneration.org</a></p>	<p>Verify ways that your school partners with local community organizations, businesses or local hospitals to engage students and their families in health promotion activities, such as mobile clinics, health screening/ awareness fairs and/or local school health-related events.</p>	<p><a href="#">Act for Youth - Positive Youth Development</a></p> <p><a href="#">Innovative Examples of Community Involvement in Schools</a></p>



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		health promotion activities for school health initiatives.			
PO-10	<p><u>Out-of-school programs:</u></p> <p>Does your school work with community-based, out-of-school time (OST) programs (e.g., Boys &amp; Girls Clubs, 21<sup>st</sup> Century Community Learning Centers, Parks and Recreation) to develop and implement routine activities that promote health* for all participating students?</p> <p>*NOTE: Routine activities that promote health refer to activities that are intended to improve student health status, such as health assessments, health education, and physical activity/physical education.</p>	<p>3 = Yes, our school works with out-of-school programs to develop and implement <b>routine</b> activities that promote health for <b>all</b> participating students.</p> <p>2 = Our school works with out-of-school programs to develop and implement <b>routine</b> activities that promote health for select participating students.</p> <p>1 = Our school work with out-of-school programs to develop and implement <b>occasional</b> activities that promote health for participating students.</p> <p>0 = No, our school <b>does not</b> work with out-of-school programs to develop or implement activities that promote health for participating students.</p>	<p>Before/ after school staff</p> <p>National Advisor:  <a href="mailto:Michelle.Owens@healthiergeneration.org">Michelle.Owens@healthiergeneration.org</a></p>	<p>Verify your school's work with community-based, out-of-school time programs that develop and implement routine activities that promote health* for all participating students.</p> <p>OR</p> <p>OST provider representatives serve on school health-related committees and provide input on school wellness community events.</p>	<p><a href="#">Healthy Out-of-School Time Roadmaps</a></p> <p><a href="#">Healthy Out-of-School Time Wellness Policy Implementation Guide for Parks and Recreation Agencies</a></p> <p><a href="#">CDC Out of School Time</a></p>

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### Topic Area: **Nutrition Services**

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
NS-1*	<p><u>Breakfast and lunch programs:</u></p> <p>Does the school offer <u>school meals</u> (both breakfast and lunch) programs that are <u>fully accessible</u> to all students?</p>	<p>3 = Yes.</p> <p>2 = Our school offers breakfast and lunch programs, but they are not fully accessible to all students.</p> <p>1 = Our school offers only a lunch program, but there are plans to add a breakfast program.</p> <p>0 = Our school offers only a lunch program and there are no plans to add a breakfast program, or the school does not offer a breakfast or a lunch program.</p>	<p>Principal School food service manager District food service director</p> <p>National Advisor: <a href="mailto:Nancy.Katz@healthiergeneration.org">Nancy.Katz@healthiergeneration.org</a></p>	<p>Satisfactory administrative review by the state department valid for current three-year period.</p>	<p><a href="#">Group Purchasing for Healthier School Meals</a></p> <p><a href="#">Student School Food Survey</a></p> <p><a href="#">Recipes for Schools</a></p>
NS-2*	<p><u>School breakfast:</u></p> <p>Does your school use strategies to maximize participation in the school breakfast program?</p> <p>*Generally, universal free breakfast is ideal for schools with ≥70% of students eligible for free or reduced-price meals, but may still be feasible for schools with a lower percentage of eligible students depending on state and local policies and programs. Universal free breakfast refers to any program that offers breakfast to all students free of charge, regardless of their free, reduced or paid lunch status.</p>	<p>3 = Our school offers <b><u>universal free breakfast*</u></b> after the bell, such as <b><u>breakfast in the classroom, grab and go to the classroom,</u></b> or <b><u>second chance breakfast</u></b> models.</p> <p>2 = Our school offers breakfast after the bell, such as <b><u>breakfast in the classroom, grab and go to the classroom,</u></b> or <b><u>second chance breakfast</u></b> models.</p> <p>1 = Our school offers a traditional breakfast</p>	<p>Principal School food service manager District food service director</p> <p>National Advisor: <a href="mailto:Nancy.Katz@healthiergeneration.org">Nancy.Katz@healthiergeneration.org</a></p>	<p>Communication sent to families, students and/or staff indicating that the school serves breakfast after the bell to all students, or if not, a student that comes in after the bell can get a breakfast to bring to class.</p> <p>OR</p> <p>The local school wellness policy states that all schools in the district offer universal free breakfast after the bell and maximize participation in the</p>	<p><a href="#">Healthier Breakfasts for Students</a></p>

## Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
		<p>program served and consumed in the cafeteria.</p> <p>0 = Our school does not offer a breakfast program.</p>		<p>school breakfast program through strategies such as breakfast in the classroom, grab and go to the classroom, or second chance breakfast models, or that students arriving after the bell will receive a breakfast to bring to class.</p>	
NS-3*	<p><u>School lunch:</u></p> <p>Does your school provide multiple alternative points of sale for reimbursable meals, such as outside lines, kiosks, grab and go options, reimbursable vending options, to maximize participation in the National School Lunch Program?</p>	<p>3 = Our school provides multiple alternative points of sale at lunch.</p> <p>2 = Our school provides one alternative point of sale at lunch.</p> <p>1 = Our school offers a traditional lunch program served and consumed in the cafeteria.</p> <p>0 = Our school does not offer a lunch program.</p>	<p>Principal School food service manager District food service director</p> <p>National Advisor: <a href="mailto:Nancy.Katz@healthiergeneration.org">Nancy.Katz@healthiergeneration.org</a></p>	<p>Communication sent to families and students promoting at least two separate points of sale for reimbursable meals such as outside lines, kiosks, grab and go options, or reimbursable vending options to maximize participation in the National School Lunch Program.</p> <p>OR</p> <p>The local school wellness policy states that schools must provide at least two separate points of sale for reimbursable meals, such as outside lines, kiosks, grab and go</p>	<p><a href="#">Healthy Lunches To Go</a></p>

## Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
				<p>options or reimbursable vending options, to maximize participation in the National School Lunch Program.</p> <p><b>**Note:</b> Each point of sale must have a unique point of sale system where students can enter/provide their ID number</p>	
NS-4*	<p><u>Variety of offerings in school meals:</u></p> <p>Do <b>school meals*</b> include a variety of offerings that meet the following criteria?</p> <p><u>Lunch</u></p> <ul style="list-style-type: none"> <li>▪ Go beyond the National School Lunch Program requirements to offer one additional serving per week from any of the three vegetable subgroups (dark green, red and orange, dry beans and peas)</li> <li>▪ Offer a different fruit every day of the week during lunch (100% fruit juice can be counted as a fruit only once per week)</li> <li>▪ Offer fresh fruit at least one day per week</li> <li>▪ Offer foods that address the cultural practices of the student population</li> <li>▪ Offer an alternative entrée option at least one time per week that is legume-based, reduced-fat dairy, or fish-based (including tuna)</li> </ul>	<p>3 = Yes, meets <b>six to eight</b> of these criteria for variety.</p> <p>2 = Meets <b>three to five</b> of these criteria for variety.</p> <p>1 = Meets <b>one to two</b> of these criteria for variety.</p> <p>0 = Meets <b>none</b> of these criteria for variety.</p>	<p>School food service manager District food service director</p> <p>National Advisor: <a href="mailto:Nancy.Katz@healthiergeneration.org">Nancy.Katz@healthiergeneration.org</a></p>	<p>Satisfactory administrative review by the state department valid for current three-year period.</p>	<p><a href="#">Simple Tips to Eat More Fruits &amp; Veggies</a></p>

## Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	<ul style="list-style-type: none"> <li>Offer at least three different types of whole grain-rich food items each week</li> </ul> <p><u>Breakfast</u></p> <ul style="list-style-type: none"> <li>Offer at least three different fruits and vegetables each week (100% fruit juice can be counted as a fruit only once per week)</li> <li>Offer fresh fruit at least one day per week</li> </ul> <p>*NOTE: A school meal is a set of foods that meets school meal program regulations. This does not include <b>à la carte offerings</b>.</p>				
NS-5* FR	<p><u>Promote healthy food and beverage choices and school meals using marketing and merchandising techniques:</u></p> <p>Are healthy food and beverage choices promoted through the following techniques?</p> <ul style="list-style-type: none"> <li>A variety of mixed whole fruits are displayed in nice bowls or baskets (instead of stainless-steel pans)</li> <li>Fruit is offered in at least two locations on all service lines, one of which is right before each point of sale (POS)</li> <li>Vegetables are offered on all serving lines</li> <li>At least one vegetable is identified as the featured vegetable-of-the-day and is labeled with a creative, descriptive name at the point of selection</li> <li>Place pre-packed salads or salad bar if available in a high traffic area</li> </ul>	<p>3 = Yes, healthy food and beverage choices are promoted through <b>ten or more</b> of these techniques.</p> <p>2 = Healthy food and beverage choices are promoted through <b>five to nine</b> of these techniques.</p> <p>1 = Healthy food and beverage choices are promoted through <b>one to four</b> of these techniques.</p> <p>0 = Healthy food and beverage choices are promoted through <b>none</b> of these techniques.</p>	<p>School food service manager District food service director</p> <p>National Advisor: <a href="mailto:Nancy.Katz@healthiergeneration.org">Nancy.Katz@healthiergeneration.org</a></p>	<p>The local school wellness policy states that schools must promote healthy food and beverage choices using at least ten of the marketing and merchandising techniques.</p> <p>OR</p> <p>Evidence that the school nutrition services staff promote healthy food and beverage choices using at least ten or more of the marketing and merchandising techniques such as photographs or examples of marketing and merchandising techniques used.</p>	<p><a href="#">Food &amp; Beverage Marketing Assessment</a></p> <p><a href="#">CDC Smart Food Choices: How to Implement Food Service Guidelines in Public Facilities</a></p>

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Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	<ul style="list-style-type: none"> <li>▪ Label pre-packaged salads or salad bar choices with creative, descriptive names and display next to each choice</li> <li>▪ Self-serve salad bar tongs, scoops, and containers are larger for vegetables and smaller for croutons, dressing, and other non-produce items</li> <li>▪ White milk is displayed in front of other beverages in all coolers</li> <li>▪ 1% or non-fat white milk is identified as the featured milk and is labeled with a creative, descriptive name</li> <li>▪ Cafeteria staff politely prompt students who do not have a full reimbursable meal to select a fruit or vegetable</li> <li>▪ Signs show students how to make a reimbursable meal on any service line</li> <li>▪ Alternative entrée options (salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas</li> <li>▪ Cafeteria staff smile and greet students upon entering the service line and continually throughout meal service</li> <li>▪ Students, teachers, or administrators announce today's menu in daily announcements</li> <li>▪ A monthly menu is posted in the main office</li> <li>▪ Information about the benefits of school meals is provided to teachers and administration at least annually</li> <li>▪ Brand, name, and decorate the lunchroom in a way that reflects the student body</li> </ul>				

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Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	<ul style="list-style-type: none"> <li>Conduct a taste test of a new entrée at least once a year</li> </ul>				
NS-6*	<p><u>Annual continuing education and training requirements for school nutrition services staff:</u></p> <p>Do all school nutrition program directors, managers, and staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements*?</p> <p>Topics covered may include, but are not limited to, food safety and Hazard Analysis Critical Control Point (HACCP), nutrition standards updates in school meals, food sensitivities and allergies, meal counting and claiming, customer service, or food production techniques.</p> <p>*NOTE: USDA's Professional Standards requirements establish minimum professional standards for school nutrition personnel who manage and operate the National School Lunch and School Breakfast Programs. (See <a href="https://professionalstandards.fns.usda.gov/content/professional-standards-information">https://professionalstandards.fns.usda.gov/content/professional-standards-information</a>)</p>	<p>3 = Yes, <b>all</b> food and nutrition services staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements.</p> <p>2 = <b>Most</b> food and nutrition services meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements.</p> <p>1 = <b>Some</b> food and nutrition services staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements.</p> <p>0 = No, <b>no</b> food and nutrition services staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements.</p>	<p>School food service manager District food service director</p> <p>National Advisor: <a href="mailto:Nancy.Katz@healthiergeneration.org">Nancy.Katz@healthiergeneration.org</a></p>	<p>Satisfactory administrative review by the state department valid for current three-year period.</p>	<p><a href="#">USDA Professional Standards for Child Nutrition Professionals</a></p> <p><a href="#">A Pinch, Dash, Spoonful...Heap. Why Does it Matter What I Use?</a></p> <p><a href="#">Nuts, Shrimp, and Milk: What Do They Have In Common?</a></p>

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Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
NS-7*	<p><u>Venues outside the cafeteria offer fruits and vegetables:</u></p> <p>Do <b>venues outside the cafeteria</b> (e.g., vending machines, school stores, canteens, snack bars, or snack or food carts) where food is available offer fruits and non-fried vegetables*?</p> <p>*NOTE: If your school does not have <u>any</u> food venue outside the cafeteria (e.g., vending machines, school stores, canteens, snack bars, or snack or food carts), select 3].</p>	<p>3 = Yes, <b>most or all</b> venues outside the cafeteria do. [NOTE: If your school does not have <u>any</u> food venue outside the cafeteria (e.g., vending machines, school stores, canteens, snack bars, or snack or food carts), select 3].</p> <p>2 = <b>About half</b> of the venues do.</p> <p>1 = <b>Fewer than half</b> of the venues do.</p> <p>0 = <b>None</b> of the venues do.</p>	<p>Principal School food service manager District food service director</p> <p>National Advisor: <a href="mailto:Nancy.Katz@healthiergeneration.org">Nancy.Katz@healthiergeneration.org</a></p>	<p>The local school wellness policy states that food venues outside of the cafeteria (vending machines, school stores, canteens, snack bars or snack or food carts) must offer fruits and non-fried vegetables.</p> <p>OR</p> <p>Evidence that most or all food venues outside the cafeteria (vending machines, school stores, canteens, snack bars or snack or food carts) include fruits and non-fried vegetables such as photographs, menus or communications sent to students and/or families.</p>	<p><a href="#">USDA Tools for Schools: Focusing on Smart Snacks</a></p>
NS-8*	<p><u>Collaboration between nutrition services staff members and teachers:</u></p> <p>Do school nutrition services staff members use three or more of the following methods to collaborate with teachers to reinforce nutrition education lessons taught in the classroom?</p> <ul style="list-style-type: none"> <li>Participate in design and implementation of nutrition education programs</li> </ul>	<p>3 = Yes, use <b>three or more</b> methods.</p> <p>2 = Use <b>two</b> of these methods.</p> <p>1 = Use <b>one</b> of these methods.</p> <p>0 = Use <b>none</b> of these methods.</p>	<p>Principal School wellness lead School food service manager District food service director</p> <p>National Advisor: <a href="mailto:Nancy.Katz@healthiergeneration.org">Nancy.Katz@healthiergeneration.org</a></p>	<p>The local school wellness policy states that school nutrition services staff members use three or more methods to collaborate with teachers to reinforce nutrition education lessons.</p> <p>OR</p>	<p><a href="#">Promoting and Integrating Healthy Messages in Your Classroom</a></p> <p><a href="#">Nutrition Education Resources</a></p>



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Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	<ul style="list-style-type: none"> <li>▪ Display educational and informational materials that reinforce classroom lessons</li> <li>▪ Provide food for use in classroom nutrition education lessons</li> <li>▪ Provide ideas for classroom nutrition education lessons</li> <li>▪ Teach lessons or give presentations to students</li> <li>▪ Tasting party in collaboration with classroom teacher</li> <li>▪ Presentation on nutrition and food services to PTA/PTSA/PTO</li> <li>▪ Sports nutrition – collaboration with coaches</li> <li>▪ Classroom tour of cafeteria or meet and greet with School Nutrition staff</li> </ul>			Evidence that nutrition services staff communicate with teachers to collaborate on reinforcing nutrition education lessons taught in the classroom such as photographs or email or other communications between nutrition services staff and teaching staff.	
NS-9*	<p><u>Student and family involvement in the school meal programs and other foods and beverages sold, served and offered on school campus:</u></p> <p>Do students and family members have opportunities to provide both suggestions for <b>school meals</b> and other foods and beverages sold, served, and offered on <b>school campus</b> and feedback on the meal programs and other foods and beverages sold, served, and offered on <b>school campus</b>?</p>	<p>3 = Yes, <b>both</b> students and family members have opportunities to provide suggestions and feedback.</p> <p>2 = Yes, <b>both</b> students and family members have opportunities to provide <b>either</b> suggestions for school meals or feedback on the meal program.</p> <p>1 = <b>Either</b> students or family members have opportunities, <b>but</b> not both.</p> <p>0 = <b>Neither</b> students nor family members have these opportunities.</p>	<p>Principal School wellness lead School food service manager District food service director PTA lead</p> <p>National Advisor: <a href="mailto:Nancy.Katz@healthiergeneration.org">Nancy.Katz@healthiergeneration.org</a></p>	<p>The local school wellness policy describes the opportunities for provide suggestions and feedback on the school meal programs and other foods and beverages sold, served, and offered.</p> <p>OR</p> <p>Evidence that students and families have opportunities to provide feedback on the school meal programs and other foods and beverages sold, served and offered through taste tests, school food surveys, etc. such as</p>	<p><a href="#">Student and Family Engagement in School Meals</a></p> <p><a href="#">Student School Food Survey</a></p> <p><a href="#">Taste Testing Guide</a></p>

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Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
				photographs, surveys or data collected from surveys, or communication sent to students and families indicating how they can provide feedback.	
NS-10* FR	<p><u>Prohibit using food as reward or punishment:</u></p> <p>Does your school prohibit giving students food as a reward and withholding food as <b>punishment</b>? Is this prohibition consistently followed?</p>	<p>3 = Yes, using food as a reward and withholding food as punishment are prohibited, and both prohibitions are consistently followed.</p> <p>2 = One of these practices is prohibited, and this prohibition is consistently followed.</p> <p>1 = One or both of these practices is prohibited, but this prohibition is not consistently followed.</p> <p>0 = Neither practice is prohibited.</p>	<p>Principal School wellness lead</p> <p>National Advisor: <a href="mailto:Nancy.Katz@healthiergeneration.org">Nancy.Katz@healthiergeneration.org</a></p>	<p>The local school wellness policy states that the use of food as a reward or punishment in schools is prohibited</p> <p>OR</p> <p>A school handbook or school-level policy states that the use of food as a reward or punishment in schools is prohibited.</p>	<p><a href="#">Healthy Ways to Reward Kids</a></p> <p><a href="#">Nutrition in Schools Videos</a></p> <p><a href="#">A Candy Here, A Candy There: Proposing Alternatives to Foods as Rewards</a></p> <p><a href="#">But, It's Just a Cupcake</a></p>
NS-11*	<p><u>Adequate time to eat school meals:</u></p> <p>Do students have at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they are seated?</p> <p>NOTE: The time that students are allotted for breakfast and/or lunch should be uninterrupted (i.e., designated to eating and not to completing make-up work or other academic assignments). If the school does not have a breakfast program, but does provide at</p>	<p>3 = Yes. [NOTE: If the school does not have a breakfast program, but does provide at least 20 minutes for lunch, select 3].</p> <p>2 = Have adequate time for breakfast or lunch, but not for both.</p> <p>1 = No, but there are plans to</p>	<p>Principal School food service manager District food service director</p> <p>National Advisor: <a href="mailto:Nancy.Katz@healthiergeneration.org">Nancy.Katz@healthiergeneration.org</a></p>	<p>The local school wellness policy states that students must have at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have their food and are seated.</p>	<p><a href="#">CDC School Nutrition</a></p>

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Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	least 20 minutes for lunch, select 3].	increase the time.  0 = No.		OR  A school handbook or school policy states that students have at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have their food and are seated.	
NS-12* FR	<p><u>Farm to School activities:</u></p> <p>Is your school implementing any Farm to School activities?</p> <ul style="list-style-type: none"> <li>▪ Local and/or regional products are incorporated into the school meal programs</li> <li>▪ Messages about agriculture and nutrition are reinforced throughout the learning environment</li> <li>▪ School hosts a fruit or vegetable garden</li> <li>▪ School hosts field trips to local farms</li> <li>▪ School utilizes promotions or special events, such as tastings, that highlight the local/regional products</li> <li>▪ School hosts a farmer's market (student and parent involvement)</li> <li>▪ Menu states local product(s) being served</li> <li>▪ Local farmers/producers participate in career day activities</li> </ul>	<p>3 = Yes, our school is implementing <b>four to five</b> of these activities.</p> <p>2 = Our school is implementing <b>two to three</b> of these activities.</p> <p>1 = Our school is implementing at least <b>one</b> of these activities.</p> <p>0 = No, our school is <b>not implementing any</b> of these activities.</p>	<p>Principal School food service manager District food service director School wellness lead</p> <p>National Advisor: <a href="mailto:Nancy.Katz@healthiergeneration.org">Nancy.Katz@healthiergeneration.org</a></p>	<p>The local school wellness policy states that the district is implementing at least four farm to school activities at all schools in the district.</p> <p>OR</p> <p>Evidence that the school is implementing at least of four or more farm to school activities such as photographs, communications sent to students and/or families or documentation of lessons utilized to integrate farm to school concepts into the curriculum.</p>	<p><a href="#">Farm to School Activities</a></p> <p><a href="#">USDA Farm to Child Nutrition Programs Planning Guide</a></p> <p><a href="#">Farmers MarKids</a></p>

## Healthy Schools Assessment Guide

### Topic Area: **Smart Snacks**

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
SS-1* FR	<p><u>All foods sold during the school day meet the USDA's Smart Snacks in School* nutrition standards:</u></p> <p>Do all competitive foods <b>sold</b> to students during the school day meet or exceed the USDA's nutrition standards for all foods sold to students (commonly called <b>Smart Snacks in School</b>)? This includes à la carte, vending, school stores, snack or food carts, and any food-based fundraising (school follows fundraising exemptions and guidance set by their state agency, which also must adhere to the federal <b>Smart Snacks in School</b> nutrition standards).</p> <p><i>*Smart Snacks in School – Nutrition Standards for Foods</i></p> <p>Any food sold in schools must:</p> <ul style="list-style-type: none"> <li>• Be a grain product that contains 50% or more whole grains by weight or have whole grains as the first ingredient; or</li> <li>• Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food; or</li> <li>• Be a combination food that contains at least ¼ cup of fruit and/or vegetable</li> </ul> <p><b>Foods must also meet several nutrient requirements:</b></p> <ul style="list-style-type: none"> <li>• Calorie limits: <ul style="list-style-type: none"> <li>○ Snack items: ≤ 200 calories</li> <li>○ Entrée items: ≤ 350 calories</li> </ul> </li> </ul>	<p>3 = Yes, <b>all</b> competitive foods sold meet or exceed the USDA's Smart Snacks in School nutrition standards, <b>or</b> we do not sell competitive foods at our school.</p> <p>2 = <b>Most</b> competitive foods sold meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>1 = <b>Some</b> competitive foods sold meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>0 = No, <b>no</b> competitive foods sold meet or exceed the USDA's Smart Snacks in School nutrition standards.</p>	<p>Principal School food service manager District food service director</p> <p>National Advisor: <a href="mailto:Nancy.Katz@healthiergeneration.org">Nancy.Katz@healthiergeneration.org</a></p>	<p>The local school wellness policy states that all competitive foods sold to students during the school day must meet or exceed the USDA's Smart Snacks in School nutrition standards.</p>	<p><a href="#">Smart Snacks Product Calculator</a></p> <p><a href="#">Healthy Snack and Beverage Ideas</a></p> <p><a href="#">Smart Snacks Memo to Administrators and Staff</a></p>

## Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	<ul style="list-style-type: none"> <li>• Sodium limits:               <ul style="list-style-type: none"> <li>○ Snack items: ≤ 200 mg</li> <li>○ Entrée items: ≤ 480 mg</li> </ul> </li> <li>• Fat limits:               <ul style="list-style-type: none"> <li>○ Total fat: ≤ 35% of calories</li> <li>○ Saturated fat: &lt; 10% of calories</li> <li>○ Trans fat: zero grams</li> </ul> </li> <li>• Sugar limit:               <ul style="list-style-type: none"> <li>○ ≤ 35% of weight from total sugars in foods</li> </ul> </li> </ul>				
SS-2* FR	<p><u>All beverages sold during the school day meet the USDA's Smart Snacks in School* nutrition standards:</u></p> <p>Do all competitive beverages <b>sold</b> to students during the school day meet or exceed the USDA's nutrition standards for all beverages sold to students (commonly called <b>Smart Snacks in School</b>)? This includes à la carte, vending, school stores, snack or food carts, and any food based fundraising (school follows fundraising exemptions and guidance set by their state agency, which also must adhere to the federal <b>Smart Snacks in School</b> nutrition standards).</p> <p><i>*Smart Snacks in School – Nutrition Standards for Beverages</i></p> <p>All schools may sell:</p> <ul style="list-style-type: none"> <li>• Plain water, with or without carbonation, in any portion size</li> <li>• Unflavored or flavored low-fat or fat-free milk and milk alternatives permitted by National School Lunch Program/ School Breakfast Program</li> </ul>	<p>3 = Yes, <b>all</b> competitive beverages sold meet or exceed the USDA's Smart Snacks in School nutrition standards, <b>or</b> we do not sell competitive beverages at our school.</p> <p>2 = <b>Most</b> competitive beverages sold meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>1 = <b>Some</b> competitive beverages sold meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>0 = No, <b>no</b> competitive beverages sold meet or exceed the USDA's Smart Snacks in School nutrition standards.</p>	<p>Principal School food service manager District food service director Athletic director School store manager PTA lead</p> <p>National Advisor: <a href="mailto:Nancy.Katz@healthiergeneration.org">Nancy.Katz@healthiergeneration.org</a></p>	<p>The local school wellness policy states that all competitive beverages sold to students during the school day must meet or exceed the USDA's Smart Snacks in School nutrition standards.</p>	<p><a href="#">Healthy Snack and Beverage Ideas</a></p> <p><a href="#">Make a Splash with Water</a></p> <p><a href="#">5 Tips to Drink More Water</a></p>

## Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	<ul style="list-style-type: none"> <li>• 100% fruit or vegetable juice</li> <li>• 100% fruit or vegetable juice diluted with water (with or without carbonation), and no added sweeteners</li> </ul> <p><i>There is no portion size limit for <b>plain</b> water.</i></p> <p><i>Elementary schools may sell up to 8-ounce portions of milk and juice.</i></p> <p><i>Middle schools and high schools may sell up to 12-ounce portions of milk and juice.</i></p> <p>Additional options for high school:</p> <ul style="list-style-type: none"> <li>• Calorie-free beverages that are labeled to contain &lt;5 calories per 8 fluid ounces or &lt; 10 calories per 20 fluid ounces in up to 20-ounce portions</li> <li>• Lower-calorie beverages with &lt; 40 calories per 8 fluid ounces, or &lt; 60 calories per 12 ounces in up to 12-ounce portions</li> </ul>				
SS-3* FR	<p><u>Food and beverage marketing:</u></p> <p>Does your school limit food and beverage marketing (e.g., contests or coupons) on <b>school campus</b> to foods and beverages that meet or exceed the USDA's <b>Smart Snacks in School</b> nutrition standards?</p> <p>This may include, but is not limited to, marketing and branding in cafeterias, hallways, common spaces, classrooms, staff lounges or school stores; and on snack or food carts, vending machine exteriors, display racks, food or beverage cups or containers, coolers, athletic</p>	<p>3 = Yes, <b>only</b> foods and beverages that meet or exceed the USDA's Smart Snacks in School nutrition standards are advertised or promoted, <b>or</b> no foods and beverages are advertised or promoted on school campus.</p> <p>2 = <b>Most</b> foods and beverages advertised or promoted on school campus meet or exceed the USDA's Smart Snacks in School</p>	<p>Principal School food service manager District food service director Athletic director School store manager PTA lead</p> <p>National Advisor: <a href="mailto:Nancy.Katz@healthiergeneration.org">Nancy.Katz@healthiergeneration.org</a></p>	<p>The local school wellness policy states that all foods and beverages marketed or promoted to students on the school campus must meet or exceed the USDA Smart Snacks in School nutrition standards.</p>	<p><a href="#">Food &amp; Beverage Marketing Assessment</a></p> <p><a href="#">Smart Food Planner</a></p> <p><a href="#">Swap Your Snack Campaign</a></p>

## Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	equipment, and sports bags. Examples may include, but are not limited to, in-school media, signs, posters, and stickers.	<p>nutrition standards.</p> <p>1 = <b>Some</b> foods and beverages advertised or promoted on school campus meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>0 = No, <b>no</b> foods and beverages advertised or promoted on school campus meet or exceed the USDA's Smart Snacks in School nutrition standards.</p>			
SS-4 FR	<p><u>All foods and beverages served and offered during the school day meet the USDA's Smart Snacks in School nutrition standards:</u></p> <p>Do all foods and beverages <b>served and offered</b> to students during the school day meet or exceed the USDA's <b>Smart Snacks in School</b> nutrition standards? This includes snacks that are <b>not</b> part of a federally reimbursed child nutrition program, birthday parties, holiday parties, and school-wide celebrations.</p>	<p>3 = Yes, <b>all</b> foods and beverages served and offered meet or exceed the USDA's Smart Snacks in School nutrition standards, <b>or</b> we do not serve or offer additional foods or beverages at our school.</p> <p>2 = <b>Most</b> foods and beverages served and offered meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>1 = <b>Some</b> foods and beverages served and offered meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>0 = No, <b>no</b> foods and</p>	<p>Principal School food service manager District food service director Classroom teachers</p> <p>National Advisor: <a href="mailto:Nancy.Katz@healthiergeneration.org">Nancy.Katz@healthiergeneration.org</a></p>	<p>The local school wellness policy states that all foods and beverages served and offered to students during the school day must meet the USDA's Smart Snacks in School nutrition standards.</p> <p>OR</p> <p>A communication to staff/students/parents or a student/staff handbook states that all foods and beverages served and offered to students during the school day must meet the USDA's Smart Snacks in School nutrition standards.</p>	<p><a href="#">Smart Snacks Product Calculator</a></p> <p><a href="#">Celebrations that Support Child Health</a></p> <p><a href="#">Healthy Ways to Reward Children</a></p>

## Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
		beverages served and offered meet or exceed the USDA's Smart Snacks in School nutrition standards.			
SS-5	<p>All foods and beverages sold during the <u>extended school day</u> meet the <u>USDA's Smart Snacks in School nutrition standards</u>:</p> <p>Do all foods and beverages <b>sold</b> to students during the <b>extended school day*</b> meet or exceed the USDA's <b>Smart Snacks in School</b> nutrition standards? This includes vending machines, school stores, and snack or food carts <b>*Extended School Day – the time during, before and after school that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.</b></p>	<p>3 = Yes, <b>all</b> foods and beverages sold during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards, <b>or</b> we do not sell foods and beverages during the extended school day at our school.</p> <p>2 = <b>Most</b> foods and beverages sold during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>1 = <b>Some</b> foods and beverages sold during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>0 = No, <b>no</b> foods and beverages sold during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards.</p>	<p>Principal School food service manager District food service director Before/ after school staff</p> <p>National Advisor: <a href="mailto:Nancy.Katz@healthiergeneration.org">Nancy.Katz@healthiergeneration.org</a></p>	<p>The local school wellness policy states that all foods and beverages sold to students during the extended school day must meet the USDA's Smart Snacks in School nutrition standards.</p> <p>OR</p> <p>A communication to staff/students/parents or a student/staff handbook states that all foods and beverages sold to students during the extended school day must meet the USDA's Smart Snacks in School nutrition standards.</p>	<p><a href="#">Smart Snacks Product Calculator</a></p> <p><a href="#">USDA Tools for Schools: Focusing on Smart Snacks</a></p> <p><a href="#">Swap Your Snack Campaign</a></p>



## Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
SS-6	<p><u>All foods and beverages served and offered during the extended school day meet the USDA's Smart Snacks in School nutrition standards:</u></p> <p>Do all foods and beverages <b>served and offered</b> to students during the <b>extended school day</b> meet or exceed the USDA's <b>Smart Snacks in School</b> nutrition standards? This includes snacks and meals served in the extended school day that are <b>not</b> part of a federally reimbursed child nutrition program (e.g., CACFP, NSLP Afterschool Snack Program), birthday parties, holiday parties, and school-wide celebrations.</p>	<p>3 = Yes, <b>all</b> foods and beverages served and offered during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards, <b>or</b> we do not serve or offer foods and beverages during the extended school day at our school.</p> <p>2 = <b>Most</b> foods and beverages served and offered during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>1 = <b>Some</b> foods and beverages served and offered during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>0 = No, <b>no</b> foods and beverages served and offered during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards.</p>	<p>Principal School food service manager District food service director Before/ after school staff</p> <p>National Advisor: <a href="mailto:Nancy.Katz@healthiergeneration.org">Nancy.Katz@healthiergeneration.org</a></p>	<p>The local school wellness policy states that all foods and beverages served and offered to students during the extended school day must meet the USDA's Smart Snacks in School nutrition standards.</p> <p>OR</p> <p>A communication to staff/students/parents or student/staff handbook states that all foods and beverages served and offered to students during the extended school day must meet the USDA's Smart Snacks in School nutrition standards.</p>	<p><a href="#">Afterschool Snacks and Meals Survey</a></p> <p><a href="#">Student Survey Healthy Celebrations</a></p> <p><a href="#">USDA A Guide to Smart Snacks in Schools</a></p>

## Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
SS-7 FR	<p><u>Fundraising efforts during and outside school hours meet the USDA's Smart Snacks in School nutrition standards:</u></p> <p>Do fundraising efforts during and <b>outside school hours*</b> sell only non-food items or only foods and beverages that meet or exceed the USDA's <b>Smart Snacks in School</b> nutrition standards?</p> <p>This may include, but is not limited to, donation nights; cookie dough, candy, and pizza sales; and market days.</p> <p><i>* <b>Outside school hours</b>- includes before and after school during evenings, weekends and school vacations</i></p>	<p>3 = Yes, <b>all</b> fundraising efforts sell only non-food items, or <b>all</b> foods and beverages sold as fundraisers meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>2 = <b>Most</b> fundraising efforts sell only non-food items, or <b>most</b> foods and beverages sold as fundraisers meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>1 = <b>Some</b> fundraising efforts sell only non-food items, or <b>some</b> foods and beverages sold as fundraisers meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>0 = No, <b>no</b> fundraising efforts sell only non-food items, or <b>no</b> foods and beverages sold as fundraisers meet or exceed the USDA's Smart Snacks in School nutrition standards.</p>	<p>Principal School store manager Athletic director PTA lead</p> <p>National Advisor: <a href="mailto:Nancy.Katz@healthiergeneration.org">Nancy.Katz@healthiergeneration.org</a></p>	<p>The local school wellness policy states that fundraising efforts during and outside school hours must sell only non-food items or sell foods and beverages that meet USDA's Smart Snacks in School nutrition standards.</p> <p>OR</p> <p>A communication to staff/students/parents or student/staff handbook states that fundraising efforts during and outside school hours must sell only non-food items or sell foods and beverages that meet USDA's Smart Snacks in School nutrition standards.</p>	<p><a href="#">Healthy Fundraising Solutions</a></p> <p><a href="#">Healthy Fundraising for Communities</a></p> <p><a href="#">USDA Smart Snacks in School Fundraising</a></p>

## Healthy Schools Assessment Guide

### Topic Area: **Health & Physical Education**

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
HPE-1	<p><u>Minutes of physical education per week (elementary only):</u></p> <p>Do all students in each grade receive <b>physical education</b> for at least 150 minutes per week throughout the school year?</p> <p>NOTE: Physical education classes should be spread over at least three days per week, with daily physical education preferable.</p>	<p>3 = Yes.</p> <p>2 = <b>90-149 minutes</b> per week for all students in each grade throughout the school year.</p> <p>1 = <b>60-89 minutes</b> per week for all students in each grade throughout the school year.</p> <p>0 = <b>Fewer than 60 minutes</b> per week <b>or</b> not all students receive physical education throughout the school year.</p>	<p>Principal Physical education teacher</p> <p>National Advisor: <a href="mailto:Lisa.Perry@healthiergeneration.org">Lisa.Perry@healthiergeneration.org</a></p>	<p>The physical education teacher's schedule showing the number of minutes of physical education for each class. Verify that the schedule documents the number of minutes per week reflected in your assessment response.</p> <p>Note: <b>ALL</b> physical education time must appear on the master schedule and occur during the regularly scheduled instructional day.</p>	<p><a href="#">SHAPE America Physical Education Checklist</a></p>
HPE-2	<p><u>Years of physical education (middle and high schools only):</u></p> <p>How many total years of <b>physical education</b> are students at this school required to take?</p>	<p>3 = The equivalent of all academic years of physical education.</p> <p>2 = The equivalent of at least one academic year but less than all academic years of physical education.</p> <p>1 = The equivalent of one-half academic year of physical education.</p> <p>0 = The equivalent of less than one-half academic year of physical education or students are not required to take</p>	<p>Principal Physical education teacher</p> <p>National Advisor: <a href="mailto:Lisa.Perry@healthiergeneration.org">Lisa.Perry@healthiergeneration.org</a></p>	<p>Middle School: Documentation (student handbook, required courses or wellness policy) that states the physical education requirements for all students.</p> <p>If physical education is an elective, provide evidence that 90% of all students in the school are enrolled in physical education for the required amount of time.</p>	<p><a href="#">SHAPE America Physical Education Checklist</a></p>

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Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
		physical education at this school.  Note: the equivalent of one academic year is 2 semesters or 3 trimesters.		High School: Verify that graduation requirements state the number of years of physical education instruction.	
HPE-3*	<p><u>Sequential physical education curriculum consistent with standards:</u></p> <p>Do all teachers of <b>physical education</b> use an age-appropriate, <b>sequential</b> physical education curriculum that is <b>consistent</b> with national or state standards for physical education (see national standards below) and the district's requirements for physical education?</p> <p>NOTE: Consider using CDC's <i>Physical Education Curriculum Analysis Tool (PECAT)</i>, which is designed to help school districts and schools conduct a clear, complete, and consistent analysis of written physical education curriculum. PECAT results can help districts and schools enhance, develop, or select appropriate and effective physical education curricula for delivering high-quality physical education in schools. The PECAT assesses how consistent curricula are with national standards and can assist users in determining if the curriculum being analyzed is sequential.</p> <p><b>NATIONAL STANDARDS FOR PHYSICAL EDUCATION</b></p> <p>A physically literate individual:</p> <ol style="list-style-type: none"> <li>1. Demonstrates competency in a variety of motor skills and movement patterns.</li> <li>2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</li> <li>3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</li> </ol>	<p>3 = Yes.</p> <p>2 = <b>Some</b> use a sequential physical education curriculum, <b>and</b> it is consistent with state or national standards and the district's requirements for physical education.</p> <p>1 = <b>Some</b> use a sequential physical education curriculum, <b>but</b> it is not consistent with state or national standards or the district's requirements for physical education.</p> <p>0 = <b>None</b> do, <b>or</b> the curriculum is not sequential, <b>or</b> there is no physical education curriculum.</p>	<p>Principal Physical education teacher District curriculum specialist</p> <p>National Advisor: <a href="mailto:Lisa.Perry@healthiergeneration.org">Lisa.Perry@healthiergeneration.org</a></p>	<p>Goals, objectives and expected outcomes for physical education or a chart with scope and sequence for instruction or a written physical education curriculum.</p> <p>If the district does not have a curriculum, the school may create its own.</p>	<p><a href="#">QPE for All: Best Practices in Physical Education</a></p> <p><a href="#">OPEN Curriculum</a></p> <p><a href="#">SPARK PE Standards Alignment</a></p>

## Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	<p>4. Exhibits responsible personal and social behavior that respects self and others.</p> <p>5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <p><i>National Standards &amp; Grade-Level Outcomes for K-12 Physical Education (SHAPE America &amp; Human Kinetics, 2014)</i></p>				
HPE-4	<p>Students active at least 50% of class <u>time</u>:</p> <p>Do teachers keep students <b>moderately to vigorously active</b> for at <b>least 50% of the time</b> during most or all <b>physical education</b> class sessions?</p>	<p>3 = Yes, during <b>most or all</b> classes.</p> <p>2 = During <b>about half</b> the classes.</p> <p>1 = During <b>fewer than half</b> the classes.</p> <p>0 = During <b>none</b> of the classes, <b>or</b> there are no physical education classes.</p>	<p>Principal Physical education teacher</p> <p>National Advisor: <a href="mailto:Lisa.Perry@healthiergeneration.org">Lisa.Perry@healthiergeneration.org</a></p>	<p>Verify that teachers use evidence-based strategies to keep students moderately to vigorously active for at least 50% of the time during most or all physical education class sessions.</p> <p>Teachers use the following teaching strategies in each physical education class:</p> <ul style="list-style-type: none"> <li>• Classes start with an instant activity</li> <li>• Students warm up during roll call</li> <li>• Instructions are brief and concise</li> <li>• Existing activities are altered to increase PA (relays, team sports, elimination games)</li> <li>• High interest, high activity games/sports/skill practice are added</li> <li>• Individual or small group practice is utilized</li> </ul>	<p><a href="#">Creating a Quality PE Program</a></p> <p><a href="#">Planning &amp; Teaching with the OPEN Priority Outcomes</a></p> <p><a href="#">SPARK PE Sample Lesson Plans</a></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>

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Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
				<ul style="list-style-type: none"> <li>• Student/equipment ratio doesn't exceed 3 to 1 during skill practice or 6 to 1 during game/activity play</li> <li>• Challenges to motivate students during skill practice/game play are provided</li> <li>• Equipment is appropriately managed to minimize students waiting to obtain equipment</li> <li>• There is a focus on lifetime activities</li> <li>• Teaching is based on a research-based curriculum</li> </ul>	
HPE-5*	<p><u>Professional development for physical education teachers:</u></p> <p>Are all teachers (i.e. <b>physical education</b> teachers, classroom teachers) required to participate at least once a year in <b>professional development</b> in physical education?</p>	<p>3 = Yes, <b>all</b> do.</p> <p>2 = <b>Most</b> do.</p> <p>1 = <b>Some</b> do.</p> <p>0 = <b>None</b> do, <b>or</b> no one teaches physical education.</p>	<p>Principal Physical education teacher</p> <p>National Advisor: <a href="mailto:Lisa.Perry@healthiergeneration.org">Lisa.Perry@healthiergeneration.org</a></p>	<p>Verify that all teachers who deliver physical education instruction have attended at least one professional development event during the past year that focused on physical education best practices.</p> <p>If teachers have completed professional development for HPE-4, the same information can be</p>	<p><a href="#">MVPA I: Spelling it Out</a></p> <p><a href="#">MVPA II: Making It Happen</a></p> <p><a href="#">MVPA III: Disguising Fitness</a></p>

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Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
				provided for HPE-5.  Note: This does not include CPR, First Aid or other related trainings.	
HPE-6*	<p><u>Information and materials for physical education teachers:</u></p> <p>Are all teachers of <b>physical education</b> provided with the following information and materials to assist in delivering physical education?</p> <ul style="list-style-type: none"> <li>Goals, objectives, and expected outcomes for physical education</li> <li>A chart scope and sequence for instruction</li> <li>A written physical education curriculum</li> <li>A plan for assessing student performance</li> <li>Physical activity monitoring devices, such as pedometers, heart rate monitors</li> <li>Internet resources, such as SHAPE America online tools and resources or PE Central</li> <li>The Presidential Youth Fitness Program</li> <li>Protocols to assess or evaluate student performance in physical education</li> <li>Learning activities that increase the amount of class time students are engaged in moderate-to-vigorous physical activity</li> <li>Learning activities that actively</li> </ul>	<p>3 = Yes, all teachers of physical education are provided with <b>at least eight</b> kinds of these materials.</p> <p>2 = Teachers of physical education are provided with <b>four to seven</b> kinds of these materials.</p> <p>1 = Teachers of physical education are provided with <b>one to three</b> kinds of these materials.</p> <p>0 = Teachers of physical education are <b>not</b> provided with these kinds of materials.</p>	<p>Principal Physical education teacher</p> <p>National Advisor: <a href="mailto:Lisa.Perry@healthiergeneration.org">Lisa.Perry@healthiergeneration.org</a></p>	<p>Verify that physical education teachers have received information and materials regarding at least eight of the items listed.</p>	<p><a href="#">Module 1: Getting started with the Presidential Youth Fitness Program</a></p> <p><a href="#">SHAPE America Teacher's Toolbox</a></p> <p><a href="#">Active Schools Survey Report: Inclusive Physical Education and Physical Activity, Meeting the Needs of Students with Disabilities</a></p>

## Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	engage students with long-term physical, medical, or cognitive disabilities in physical education				
HPE-7*	<p><u>Licensed physical education teachers:</u></p> <p>Are all <b>physical education</b> classes taught by licensed teachers who are certified or endorsed to teach physical education?</p>	<p>3 = Yes, <b>all</b> are.</p> <p>2 = <b>Most</b> classes are.</p> <p>1 = <b>Some</b> classes are.</p> <p>0 = <b>No</b> classes are, <b>or</b> there are no physical education classes.</p>	<p>Principal Physical education teacher</p> <p>National Advisor: <a href="mailto:Lisa.Perry@healthiergeneration.org">Lisa.Perry@healthiergeneration.org</a></p>	<p>Verify that licensed teachers with state certifications and/or endorsements in physical education deliver all physical education instruction.</p> <p>Information should include license number, endorsement area and expiration date for all teachers who deliver physical education instruction.</p>	<p><a href="#">Importance of Certified Physical Education Teachers</a></p>
HPE-8	<p><u>Health Education taught in all grades (elementary only):</u></p> <p>Do students receive health education* instruction in all grades?</p> <p>*NOTE: Health education, including nutrition education.</p>	<p>3 = Yes, in <b>all</b> grades.</p> <p>2 = In <b>most</b> grades.</p> <p>1 = In <b>some</b> grades.</p> <p>0 = In <b>no</b> grades.</p>	<p>Principal District curriculum director Health education specialist Health education teacher Classroom teachers</p> <p>National Advisor: <a href="mailto:Lisa.Perry@healthiergeneration.org">Lisa.Perry@healthiergeneration.org</a></p>	<p>Verify that health education is taught in all grades and gather the following information for each grade level:</p> <ul style="list-style-type: none"> <li>- How health education is taught</li> <li>- Who is teaching (classroom teacher, PE teacher, counselor etc.)</li> </ul>	<p><a href="#">Health Education Instruction Survey</a></p> <p><a href="#">Scheduling Health Education</a></p> <p><a href="#">SHAPE America: The Essential Components of Health Education</a></p>
HPE-9	<p><u>Required health education course (middle and high schools only):</u></p> <p>Does your school or district require all students to take and pass at least one health education course?</p>	<p>3 = Yes.</p> <p>2 = Students are required to take one course, <b>but</b> they do not have to take it again if they fail it (see note).</p>	<p>Principal District curriculum director Health education specialist Health education teacher</p> <p>National Advisor: <a href="mailto:Lisa.Perry@healthiergeneration.org">Lisa.Perry@healthiergeneration.org</a></p>	<p>Verify that all students are required to take at least one health education course. The district or the school</p>	<p><a href="#">SHAPE America: The Essential Components of Health Education</a></p>



## Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	NOTE: If your school has more than four grade levels (e.g., grades 7-12), answer this question instead: "Does the school require all students to take and pass at least two health education courses?" and for answer response 2 replace "one course" with "two courses."	1 = No, <b>but</b> there is an elective health education course. 0 = No.		determines course length.	
HPE-10	<p><u>Essential topics on physical activity:</u></p> <p>Does your health education curriculum address all of these topics on physical activity?</p> <ul style="list-style-type: none"> <li>▪ The physical, psychological, or social benefits of physical activity</li> <li>▪ How physical activity can contribute to a healthy weight</li> <li>▪ How physical activity can contribute to the academic learning process</li> <li>▪ How an inactive lifestyle contributes to chronic disease</li> <li>▪ Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition</li> <li>▪ Differences between physical activity, exercise, and fitness</li> <li>▪ Phases of an exercise session, that is, warm up, workout, and cool down</li> <li>▪ Overcoming barriers to physical activity</li> <li>▪ Decreasing sedentary activities, such as TV watching</li> <li>▪ Opportunities for physical activity in the community</li> <li>▪ Preventing injury during physical activity</li> <li>▪ Weather-related safety, for example, avoiding heat stroke,</li> </ul>	<p>3 = Yes, addresses <b>all</b> of these topics.</p> <p>2 = Addresses <b>most</b> of these topics.</p> <p>1 = Addresses <b>some</b> of these topics.</p> <p>0 = Addresses <b>one or none</b> of these topics, <b>or</b> there is no health education curriculum.</p>	<p>Principal District curriculum director Health education specialist Health education teacher Classroom teacher</p> <p>National Advisor: <a href="mailto:Lisa.Perry@healthiergeneration.org">Lisa.Perry@healthiergeneration.org</a></p>	<p>Verify that all topics are included in the health education curriculum.</p>	<p><a href="#">Physical Activity Skills in Health Education</a></p> <p><a href="#">Grade Level Alignment to Essential Skills in Physical Activity and Healthy Eating</a></p> <p><a href="#">Health Smart</a></p>

## Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	<p>hypothermia, and sunburn while physically active</p> <ul style="list-style-type: none"> <li>▪ How much physical activity is enough, that is, determining frequency, intensity, time, and type of physical activity (Middle School/High School)</li> <li>▪ Developing an <b><u>individualized physical activity and fitness plan</u></b> (Middle School/High School)</li> <li>▪ Monitoring progress toward reaching goals in an individualized physical activity plan (Middle School/High School)</li> <li>▪ Social influences on physical activity, including media, family, peers, and culture</li> <li>▪ How to find valid information or services related to physical activity and fitness</li> <li>▪ How to take steps to achieve the personal goal to be physically active (Elementary School)</li> <li>▪ How to influence, support, or advocate for others to engage in physical activity</li> <li>▪ How to resist peer pressure that discourages physical activity</li> </ul> <p>NOTE: Consider using <i>CDC's Health Education Curriculum Analysis Tool (HECAT)</i>, which is designed to help school districts and schools conduct a clear, complete, and consistent analysis of written health education curriculum. HECAT results can help districts and schools enhance, develop, or select appropriate and effective health education curricula. The HECAT assesses how consistent curricula are with national standards and can assist users in</p>				

## Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	determining if the curriculum being analyzed is sequential.				
HPE-11	<p><u>Essential topics on healthy eating:</u></p> <p>Does your health education curriculum address all of these essential topics on healthy eating?</p> <ul style="list-style-type: none"> <li>▪ The relationship between healthy eating and personal health and disease prevention</li> <li>▪ Food guidance from MyPlate</li> <li>▪ Reading and using food labels</li> <li>▪ Eating a variety of foods every day</li> <li>▪ Balancing food intake and physical activity</li> <li>▪ Eating more fruits, vegetables, and whole grain products</li> <li>▪ Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans fat</li> <li>▪ Choosing foods and beverages with little added sugars</li> <li>▪ Eating more calcium-rich foods</li> <li>▪ Preparing healthy meals and snacks</li> <li>▪ Risks of unhealthy weight control practices</li> <li>▪ Accepting body size differences</li> <li>▪ Food safety</li> <li>▪ Importance of water consumption</li> <li>▪ Importance of eating breakfast</li> <li>▪ Making healthy choices when eating at restaurants</li> <li>▪ Eating disorders (Middle School/High School)</li> <li>▪ The Dietary Guidelines for Americans (Middle School/High School)</li> <li>▪ Reducing sodium intake (Middle School/High School)</li> </ul>	<p>3 = Yes, addresses <b>all</b> of these topics.</p> <p>2 = Addresses <b>most</b> of these topics.</p> <p>1 = Addresses <b>some</b> of these topics.</p> <p>0 = Addresses <b>one or none</b> of these topics, <b>or</b> there is no health education curriculum.</p>	<p>Principal District curriculum director Health education specialist Health education teacher Classroom teachers</p> <p>National Advisor: <a href="mailto:Lisa.Perry@healthiergeneration.org">Lisa.Perry@healthiergeneration.org</a></p>	<p>Verify that all topics are included in the health education curriculum.</p>	<p><a href="#">Nutrition Education Resources</a></p> <p><a href="#">Health Smart</a></p> <p><a href="#">Grade Level Alignment to Essential Skills in Physical Activity and Healthy Eating</a></p>

## Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	<ul style="list-style-type: none"> <li>▪ Social influences on healthy eating, including media, family, peers, and culture</li> <li>▪ How to find valid information or services related to nutrition and dietary behavior</li> <li>▪ How to develop a plan and track progress toward achieving a personal goal to eat healthfully (Middle School/High School)</li> <li>▪ Resisting peer pressure related to unhealthy dietary behavior</li> <li>▪ Influencing, supporting, or advocating for others' healthy dietary behavior</li> </ul> <p>NOTE: Consider using CDC's <i>Health Education Curriculum Analysis Tool (HECAT)</i>, which is designed to help school districts and schools conduct a clear, complete, and consistent analysis of written health education curriculum. HECAT results can help districts and schools enhance, develop, or select appropriate and effective health education curricula. The HECAT assesses how consistent curricula are with national standards and can assist users in determining if the curriculum being analyzed is sequential.</p>				
HPE-12	<p><u>Opportunities to practice skills:</u></p> <p>Do all teachers of health education provide opportunities for students to practice or rehearse the <b><u>skills needed to maintain and improve their health?</u></b></p>	<p>3 = Yes, <b>all</b> do.            2 = <b>Most</b> do.            1 = <b>Some</b> do.            0 = <b>None</b> do, <b>or</b> no one teaches health education.</p>	<p>Principal            Health education teacher            District curriculum specialist</p> <p>National Advisor:  <a href="mailto:Lisa.Perry@healthiergeneration.org">Lisa.Perry@healthiergeneration.org</a></p>	<p>Verify that teachers provide opportunities for students to practice or rehearse skills to maintain and improve their health in healthy eating or in physical activity.</p> <p>Health Education Skills:</p> <ul style="list-style-type: none"> <li>• Accessing health information</li> <li>• Analyzing influences</li> </ul>	<p><a href="#">RMC Health--change to Health Education Skills Models</a></p> <p><a href="#">SHAPE America: Health Education in the 21st Century-A Skills-based Approach</a></p>

### Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
				<ul style="list-style-type: none"> <li>• Interpersonal communication</li> <li>• Decision making</li> <li>• Goal setting</li> <li>• Self-management</li> <li>• Advocacy</li> </ul>	

## Healthy Schools Assessment Guide

### Topic Area: **Physical Activity**

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
PA-1* FR	<p><u>Recess (elementary only):</u></p> <p>Are students provided at least 20 minutes of <b>recess</b> during each school day, and do teachers or recess monitors encourage students to be active?</p> <p>NOTE: Recess should complement <b>physical education</b> class, not substitute for it.</p>	<p>3 = Yes, recess is provided for at least 20 minutes each day, <b>and</b> teachers or recess monitors encourage students to be active.</p> <p>2 = Recess is provided for at least 20 minutes each day, <b>but</b> teachers or recess monitors do not encourage students to be active.</p> <p>1 = Recess is provided each day but for less than 20 minutes, <b>or</b> it is provided on some days but not on all days.</p> <p>0 = Recess is <b>not</b> provided on any day.</p>	<p>Principal School wellness lead</p> <p>National Advisor: <a href="mailto:Lisa.Perry@healthiergeneration.org">Lisa.Perry@healthiergeneration.org</a></p>	<p>Schedule demonstrating that all classroom teachers have recess scheduled for 20 minutes each day of the week.</p>	<p><a href="#">Recess for ALL!</a></p> <p><a href="#">Indoor Recess Strategies</a></p> <p><a href="#">Playworks</a></p>
PA-2 FR	<p><u>Availability of physical activity breaks in classrooms:</u></p> <p>Are all students provided opportunities to participate in <b>physical activity breaks in classrooms</b>, outside of physical education, recess, and class transition periods?</p> <p>NOTE: Physical activity breaks (e.g., brain breaks, energizers, classroom activity breaks, etc.) are actual breaks that occur in the academic classroom, allowing students to take a mental and physical break from current academic tasks. These breaks can occur at any time during the school day, last from 5–</p>	<p>3 = Yes, on <b>all</b> days during a typical school week.</p> <p>2 = On <b>most</b> days during a typical school week.</p> <p>1 = On <b>some</b> days during a typical school week.</p> <p>0 = No, we do <b>not</b> provide students with opportunities to participate in physical activity breaks in classrooms.</p>	<p>Principal School wellness lead Classroom teachers</p> <p>National Advisor: <a href="mailto:Lisa.Perry@healthiergeneration.org">Lisa.Perry@healthiergeneration.org</a></p>	<p>Verify that students are provided the opportunity to participate in physical activity breaks in the classroom on all days during a typical school week. These breaks can be teacher or student led.</p>	<p><a href="#">Before, During and After School Physical Activity</a></p> <p><a href="#">Fostering Belonging through Physical Activity</a></p> <p><a href="#">Fit for a Healthier Generation Videos</a></p> <p><a href="#">Go Noodle</a></p>

## Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	30 minutes, and occur all at one time or several times during the school day.				
PA-3 FR	<p><u>Promotion or support of walking and bicycling to and/or from school:</u></p> <p>Does your school promote or support walking and bicycling to and/or from school in the following ways?</p> <ul style="list-style-type: none"> <li>▪ Designation of safe or preferred routes to school</li> <li>▪ Promotional activities such as participation in International Walk to School Week, National Walk and Bike to School Week</li> <li>▪ Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)</li> <li>▪ Instruction on walking/bicycling safety provided to students</li> <li>▪ Promotion of safe routes program to students, staff and parents via newsletters, websites, local newspaper</li> <li>▪ Crossing guards</li> <li>▪ Crosswalks on streets leading to schools</li> <li>▪ Walking school buses</li> <li>▪ Documentation of number of children walking and or biking to and from school</li> <li>▪ Creation and distribution of maps of school environment (sidewalks,</li> </ul>	<p>3 = Yes, our school promotes or supports walking and bicycling to and/or from school in <b>six or more</b> of these ways.</p> <p>2 = Our school promotes or supports walking and bicycling to school in <b>three to five</b> of these ways.</p> <p>1 = Our school promotes or supports walking and bicycling to school in <b>one to two</b> of these ways.</p> <p>0 = Our school does <b>not</b> promote or support walking and bicycling to school.</p>	<p>Principal School wellness lead</p> <p>National Advisor: <a href="mailto:Lisa.Perry@healthiergeneration.org">Lisa.Perry@healthiergeneration.org</a></p>	<p>Verify that the school promotes and supports walking and bicycling in at least six ways.</p>	<p><a href="#">Walk Bike to School Alternatives</a></p> <p><a href="#">Safe Routes to School</a></p> <p><a href="#">Safe Routes to School Building Blocks: A Guide to Starting and Growing a Safe Routes to School Program</a></p>

## Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	crosswalks, roads, pathways, bike racks, etc.)				
PA-4	<p><u>Availability of before and after school physical activity opportunities:</u></p> <p>Does your school offer opportunities for all students to participate in physical activity, before and after school, through organized physical activities (such as physical activity clubs, intramural sports, before school physical activity)?</p>	<p>3 = Yes, <b>both</b> before and after the school day.</p> <p>2 = We offer before school <b>or</b> after school, <b>but</b> not both.</p> <p>1 = We do <b>not</b> offer opportunities for students to participate in physical activity before and after the school day, <b>but</b> there are plans to initiate it.</p> <p>0 = No, we do <b>not</b> offer opportunities for students to participate in physical activity before and after the school day, and there are <b>no</b> plans to initiate it.</p>	<p>Principal School wellness lead Before/after school staff</p> <p>National Advisor: <a href="mailto:Lisa.Perry@healthiergeneration.org">Lisa.Perry@healthiergeneration.org</a></p>	<p>Verify that the school offers organized physical activity opportunities both before and after school to all students throughout the school year.</p>	<p><a href="#">Before, During and After School Physical Activity</a></p> <p><a href="#">How to Start a Walking Club</a></p> <p><a href="#">Marathon Kids</a></p>
PA-5*	<p><u>Professional development for classroom teachers:</u></p> <p>Are classroom teachers required to participate at least once a year in <b>professional development</b> on promoting and integrating physical activity in the classroom?</p>	<p>3 = Yes, <b>all</b> do.</p> <p>2 = <b>Most</b> do.</p> <p>1 = <b>Some</b> do.</p> <p>0 = <b>None</b> do, <b>or</b> professional development on physical activity is not available to classroom teachers.</p>	<p>Principal School wellness lead</p> <p>National Advisor: <a href="mailto:Lisa.Perry@healthiergeneration.org">Lisa.Perry@healthiergeneration.org</a></p>	<p>Document training dates, topics and teachers attending. Training can be provided by district, physical education teachers, trained school staff and/or online opportunities.</p>	<p><a href="#">Before, During and After School Physical Activity</a></p>
PA-6*	<p><u>Prohibit using physical activity as punishment:</u></p> <p>Does your school prohibit using physical activity and withholding <b>physical education</b> class as <b>punishment</b>? Is this prohibition consistently followed?</p> <p>NOTE: Please do not consider issues</p>	<p>3 = Yes, using physical activity as punishment and withholding physical education class as punishment are prohibited, and <b>both</b> prohibitions are consistently followed.</p> <p>2 = <b>One</b> of these practices is prohibited, <b>and</b> this prohibition is consistently</p>	<p>Principal School wellness lead</p> <p>National Advisor: <a href="mailto:Lisa.Perry@healthiergeneration.org">Lisa.Perry@healthiergeneration.org</a></p>	<p>Staff/student/parent handbook which clearly states that the school prohibits using physical activity and withholding physical education class as punishment.</p>	<p><a href="#">Model Wellness Policy</a></p> <p><a href="#">Alternatives to Withholding Recess or Physical Activity</a></p>



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Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	related to participation in <b>interscholastic sports</b> programs when answering this question.	followed.  1 = <b>One or both</b> of these practices is prohibited, <b>but</b> this prohibition is not consistently followed.  0 = <b>Neither</b> practice is prohibited.			
PA-7*	<u>Prohibit withholding recess as punishment (elementary only):</u>  Does your school prohibit withholding recess as punishment? Is this prohibition consistently followed?	3 = Yes, withholding recess as punishment is a written policy <b>and</b> this prohibition is consistently followed.  2 = Yes, withholding recess as punishment is discouraged and this prohibition is consistently followed.  1 = Yes, withholding recess as punishment is discouraged but this prohibition is not consistently followed.  0 = This practice is not prohibited.	Principal School wellness lead  National Advisor: <a href="mailto:Lisa.Perry@healthiergeneration.org">Lisa.Perry@healthiergeneration.org</a>	Staff/student/parent handbook that clearly states that the school prohibits withholding recess as punishment.	<a href="#">Model Wellness Policy</a>  <a href="#">Alternatives to Withholding Recess or Physical Activity</a>
PA-8*	<u>Access to physical activity facilities outside school hours:</u>  Are indoor and outdoor physical activity facilities open to students, their families, and the community <b>outside school hours</b> ?  NOTE: Making facilities open and available to students, their families, and the community outside of school hours can be conducted as a regular practice or through a formal, written joint or shared use agreement. A joint use or shared use agreement is a formal agreement between a school or school district and another public or private entity to jointly use either school	3 = Yes, <b>both</b> indoor and outdoor facilities are available outside of school hours.  2 = Indoor or outdoor facilities, but <b>not both</b> , are available outside of school hours.  1 = Indoor or outdoor facilities are available, <b>but</b> the hours of availability are very limited.  0 = No, <b>neither</b> indoor nor outdoor facilities are available.	Principal School wellness lead Custodian Before/after school staff  National Advisor: <a href="mailto:Lisa.Perry@healthiergeneration.org">Lisa.Perry@healthiergeneration.org</a>	Verify that the school makes facilities available to students and their families and the community outside of school hours.	<a href="#">ChangeLab Solutions: What Is a Joint Use Agreement?</a>  <a href="#">Joint Use Agreements for Physical Activity</a>

## Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	facilities or community facilities to share costs and responsibilities.				

### Topic Area: **Employee Wellness**

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
EW-1*	<p><u>Health assessments for staff members:</u></p> <p>Does your school or district <b>offer staff members</b> accessible and free or low-cost <b>health assessments</b> at least once a year?</p>	<p>3 = Yes, health assessments are offered, and <b>all</b> staff members find them accessible and free or low-cost.</p> <p>2 = Health assessments are offered, but <b>some</b> staff members find them inaccessible or high-cost.</p> <p>1 = Health assessments are offered, but <b>many</b> staff members find them inaccessible or high-cost.</p> <p>0 = Health assessments are <b>not</b> offered at least once a year.</p>	<p>Principal School wellness lead School nurse Benefits manager</p> <p>National Advisor: <a href="mailto:Lisa.Perry@healthiergeneration.org">Lisa.Perry@healthiergeneration.org</a></p>	<p>Verify that the school or district offers health assessments to staff members.</p>	<p><a href="#">Employee Wellness Baseline Assessment</a></p> <p><a href="#">Sailing into Employee Wellness</a></p> <p><a href="#">CDC - Workplace Health Promotion</a></p>
EW-2*	<p><u>Programs for staff members on physical activity/fitness:</u></p> <p>Does your school or district <b>offer staff members</b> accessible and free or low-cost <b>physical activity/fitness programs</b>?</p>	<p>3 = Yes.</p> <p>2 = Offers physical activity/fitness programs, but <b>some</b> staff members find them inaccessible or high-cost.</p> <p>1 = Offers physical activity/fitness programs, but <b>many</b> staff members find</p>	<p>Employee wellness lead Principal School wellness lead School nurse Benefits manager</p> <p>National Advisor: <a href="mailto:Lisa.Perry@healthiergeneration.org">Lisa.Perry@healthiergeneration.org</a></p>	<p>Verify that the school or district offers physical activity programs to staff.</p> <p>NOTE: This does not include memberships to a local gym. This question refers to opportunities on school or district grounds.</p>	<p><a href="#">Thriving Schools</a></p> <p><a href="#">Sailing into Employee Wellness</a></p> <p><a href="#">Walk the Talk - Modeling Healthy Behaviors</a></p> <p><a href="#">Every Body Walk Toolkit</a></p>

## Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
		<p>them inaccessible or high-cost.</p> <p>0 = Does <b>not</b> offer physical activity/fitness programs.</p>			<a href="#">Fitness Break Cards</a>
EW-3	<p><u>Programs for staff members on healthy eating/weight management:</u></p> <p>Does your school or district <b>offer staff members</b> healthy eating/weight management programs that are accessible and free or low-cost?</p>	<p>3 = Yes.</p> <p>2 = Offers healthy eating/weight management programs, but <b>some</b> staff members find them inaccessible or high-cost.</p> <p>1 = Offers healthy eating/weight management programs, but <b>many</b> staff members find them inaccessible or high-cost.</p> <p>0 = Does <b>not</b> offer healthy eating/weight management programs.</p>	<p>Employee wellness lead Principal School wellness lead School nurse Benefits manager</p> <p>National Advisor: <a href="mailto:Lisa.Perry@healthiergeneration.org">Lisa.Perry@healthiergeneration.org</a></p>	<p>Verify that the school or district offers healthy eating/weight management programs to staff.</p> <p>NOTE: This question refers to opportunities on school or district grounds.</p>	<p><a href="#">Healthy Potluck Sign-up</a></p> <p><a href="#">Sailing into Employee Wellness</a></p> <p><a href="#">Walk the Talk - Modeling Healthy Behaviors</a></p> <p><a href="#">5 Tips to Drink More Water</a></p>
EW-4*	<p><u>Promote staff member participation:</u></p> <p>Does your school or district use three or more <b>methods to promote and encourage staff member participation</b> in its health promotion programs?</p> <ul style="list-style-type: none"> <li>▪ Information at orientation for new staff members</li> <li>▪ Information included with paycheck</li> <li>▪ Flyers posted on school bulletin boards</li> </ul>	<p>3 = Yes, uses <b>three or more</b> of these methods.</p> <p>2 = Uses <b>two</b> of these methods.</p> <p>1 = Uses <b>one</b> of these methods.</p> <p>0 = Uses <b>none</b> of these methods.</p>	<p>Employee wellness lead Principal School wellness lead School nurse</p> <p>National Advisor: <a href="mailto:Lisa.Perry@healthiergeneration.org">Lisa.Perry@healthiergeneration.org</a></p>	<p>Verify that the school communicates opportunities to participate in employee wellness program and activities.</p>	<p><a href="#">Employee Wellness Staff Survey</a></p> <p><a href="#">Kicking Off Employee Wellness</a></p> <p><a href="#">Employee Wellness Incentives</a></p> <p><a href="#">CDC - Workplace Health Promotion</a></p> <p><a href="#">Center for Science in the Public Interest - Healthy Meetings</a></p>

## Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	<ul style="list-style-type: none"> <li>▪ Letters mailed directly to staff</li> <li>▪ Announcements at staff meetings</li> <li>▪ Articles in staff newsletters</li> <li>▪ Incentive/reward programs</li> <li>▪ Public recognition</li> <li>▪ Life/health insurance discounts</li> <li>▪ Gym or health club discounts, such as YMCA</li> <li>▪ Posting to a website or listserv</li> <li>▪ E-mail messages</li> <li>▪ Positive role modeling by administrators or other leaders</li> </ul>				
EW-5*	<p><u>Stress management programs for staff:</u></p> <p>Does your school or district <b>offer staff members</b> accessible and free or low-cost stress management programs at least once a year?</p>	<p>= Yes, stress management programs are offered, and <b>all</b> staff members find them accessible and free or low-cost.</p> <p>2 = Stress management programs are offered, but <b>some</b> staff members find them inaccessible or high-cost.</p> <p>1 = Stress management programs are offered, but <b>many</b> staff members find them inaccessible or high-cost.</p> <p>0 = Stress management programs are <b>not</b> offered at least once a year.</p>	<p>Employee wellness lead Principal School wellness lead School nurse</p> <p>National Advisor: <a href="mailto:Lisa.Perry@healthiergeneration.org">Lisa.Perry@healthiergeneration.org</a></p>	<p>Verify that the school or district offers stress management programs to staff. Stress management programs assist adults in effectively managing stress in healthy ways, including: exercising, seeking social support, using pleasant activities, mindfulness classes and relaxation techniques.</p>	<p><a href="#">Connect &amp; Recharge: Designing Your Customized Staff Relaxation Zone</a></p> <p><a href="#">Teacher Stress and Health</a></p> <p><a href="#">Pause for Appreciation</a></p>

## Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
EW-6	<p><u>All foods served and sold to staff meet the USDA's Smart Snacks in School nutrition standards:</u></p> <p>Do all foods and beverages served and sold at staff meetings, school-sponsored staff events, and in the staff lounge meet USDA's <b>Smart Snacks in School</b> nutrition standards?</p>	<p>3 = Yes, all foods and beverages served and sold to staff meet USDA's Smart Snacks in School nutrition standards.</p> <p>2 = Most foods and beverages served and sold to staff meet USDA's Smart Snacks in School nutrition standards.</p> <p>1 = Some foods and beverages served and sold to staff meet USDA's Smart Snacks in School nutrition standards.</p> <p>0 = No, no foods and beverages served and sold to staff meet USDA's Smart Snacks in School nutrition standards.</p>	<p>Employee wellness leader Principal School wellness lead School nurse Classroom teachers</p> <p>National Advisors: <a href="mailto:Lisa.Perry@healthiergeneration.org">Lisa.Perry@healthiergeneration.org</a>  <a href="mailto:Nancy.Katz@healthiergeneration.org">Nancy.Katz@healthiergeneration.org</a></p>	<p>Verify that the district or school has a policy that addresses serving and selling food to staff that meets Smart Snacks nutrition standards.</p>	<p><a href="#">Model Wellness Policy</a></p> <p><a href="#">Sailing into Employee Wellness</a></p> <p><a href="#">Healthy Potluck Sign-up</a></p> <p><a href="#">Walk the Talk - Modeling Healthy Behaviors</a></p>

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# Magnolia Science Academy 1

School in Reseda, CA

Overview

Info

35

Action Plan items

Updated a month ago by Lori M

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Team Members

Invite a Team Member



Is your organization eligible for an award?

Learn more about awards



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## Assessments

These are the assessments available for Magnolia Science Academy 1. [Learn more here.](#)

ASSESSMENT	PERCENT COMPLETE	LAST UPDATE	REPORT
Quick Start Health Assessment: School Edition ?	<div style="width: 100%;"></div> 100%	a month ago by Lori M	Report
Healthy Schools Assessment ?	<div style="width: 100%;"></div> 100%	a month ago by Lori M	Report
RISE Index ?	<div style="width: 100%;"></div> 100%	a month ago by Lori M	Report

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# Magnolia Science Academy 2

School in Van Nuys, CA

Overview

Info

**4**

**Action Plan items**


*Updated a month ago by Curtiss P*

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**Team Members**

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## Assessments

These are the assessments available for Magnolia Science Academy 2. [Learn more here.](#)

ASSESSMENT	PERCENT COMPLETE	LAST UPDATE	REPORT
<b>Quick Start Health Assessment: School Edition</b> <span>?</span>	<div style="width: 100%; height: 15px; background-color: #00AEEF;"></div> 100%	2 months ago by Curtiss P	<a href="#">Report</a>
<b>Healthy Schools Assessment</b> <span>?</span>	<div style="width: 100%; height: 15px; background-color: #00AEEF;"></div> 100%	2 months ago by Curtiss P	<a href="#">Report</a>
<b>RISE Index</b> <span>?</span>	<div style="width: 100%; height: 15px; background-color: #00AEEF;"></div> 100%	2 months ago by Curtiss P	<a href="#">Report</a>

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# Magnolia Science Academy 3

School in Carson, CA

Overview Info

**23**

**Action Plan items**


*Updated 21 days ago by Roy T*

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**Team Members**

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## Assessments

These are the assessments available for Magnolia Science Academy 3. [Learn more here.](#)

ASSESSMENT	PERCENT COMPLETE	LAST UPDATE	REPORT
<b>Quick Start Health Assessment: School Edition</b> 	<div style="width: 100%; height: 15px; background-color: #00AEEF;"></div> 100%	21 days ago by Roy T	<a href="#">Report</a>
<b>Healthy Schools Assessment</b> 	<div style="width: 100%; height: 15px; background-color: #00AEEF;"></div> 100%	21 days ago by Roy T	<a href="#">Report</a>
<b>RISE Index</b> 	<div style="width: 100%; height: 15px; background-color: #00AEEF;"></div> 100%	21 days ago by Roy T	<a href="#">Report</a>



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# Magnolia Science Academy 4

School in Los Angeles, CA

Overview

Info

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Action Plan items

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Team Members

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## Assessments

These are the assessments available for Magnolia Science Academy 4. [Learn more here.](#)

ASSESSMENT	PERCENT COMPLETE	LAST UPDATE	REPORT
<b>Quick Start Health Assessment: School Edition</b>	<div style="width: 100%;"><div style="width: 100%;"></div></div> 100%	22 days ago by Kamil V	<a href="#">Report</a>
<b>Healthy Schools Assessment</b>	<div style="width: 100%;"><div style="width: 100%;"></div></div> 100%	a year ago by Bryant O	<a href="#">Report</a>
<b>RISE Index</b>	<div style="width: 100%;"><div style="width: 100%;"></div></div> 100%	22 days ago by Kamil V	<a href="#">Report</a>

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# Magnolia Science Academy 5

School in Reseda, CA

Overview

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## Assessments

These are the assessments available for Magnolia Science Academy 5. [Learn more here.](#)

ASSESSMENT	PERCENT COMPLETE	LAST UPDATE	REPORT
<a href="#">Quick Start Health Assessment: School Edition</a> <span>?</span>	<a href="#">Start this Assessment</a> 0%	2 months ago by Susan K	<a href="#">Report</a>
<a href="#">Healthy Schools Assessment</a> <span>?</span>	 100%	a year ago by Susan K	<a href="#">Report</a>
<a href="#">RISE Index</a> <span>?</span>	 100%	2 months ago by Susan K	<a href="#">Report</a>

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# Magnolia Science Academy 6

School in Los Angeles, CA

Overview Info

**16**

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**Team Members**

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## Assessments

These are the assessments available for Magnolia Science Academy 6. [Learn more here.](#)

ASSESSMENT	PERCENT COMPLETE	LAST UPDATE	REPORT
<b>Quick Start Health Assessment: School Edition</b> ?	<div style="width: 100%;"><div style="background-color: #00a0c0; height: 15px;"></div></div> 100%	2 months ago by james c	<a href="#">Report</a>
<b>Healthy Schools Assessment</b> ?	<div style="width: 100%;"><div style="background-color: #00a0c0; height: 15px;"></div></div> 100%	a year ago by james c	<a href="#">Report</a>
<b>RISE Index</b> ?	<div style="width: 100%;"><div style="background-color: #00a0c0; height: 15px;"></div></div> 100%	2 months ago by james c	<a href="#">Report</a>

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# Magnolia Science Academy 7

School in Northridge, CA

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Updated 2 months ago by Gil Y

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Team Members

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## Assessments

These are the assessments available for Magnolia Science Academy 7. [Learn more here.](#)

ASSESSMENT	PERCENT COMPLETE	LAST UPDATE	REPORT
Quick Start Health Assessment: School Edition <sup>?</sup>	<div style="width: 100%;"></div> 100%	2 months ago by Gil Y	Report
Healthy Schools Assessment <sup>?</sup>	<div style="width: 100%;"></div> 100%	2 months ago by Gil Y	Report
RISE Index <sup>?</sup>	<div style="width: 100%;"></div> 100%	2 months ago by Gil Y	Report

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# Magnolia Science Acad 8 Bell

School in Bell Gardens, CA

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## Assessments

These are the assessments available for Magnolia Science Acad 8 Bell. [Learn more here.](#)

ASSESSMENT	PERCENT COMPLETE	LAST UPDATE	REPORT
Quick Start Health Assessment: School Edition <sup>?</sup>	<div style="width: 100%;"></div> 100%	a month ago by Jose H	<a href="#">Report</a>
Healthy Schools Assessment <sup>?</sup>	<div style="width: 100%;"></div> 100%	a year ago by Arturo P	<a href="#">Report</a>
RISE Index <sup>?</sup>	<div style="width: 100%;"></div> 100%	a month ago by Jose H	<a href="#">Report</a>

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# Magnolia Sci Acad-Santa Ana

School in Santa Ana, CA

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Action Plan items

Updated 2 months ago by Shane P

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Team Members

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## Assessments

These are the assessments available for Magnolia Sci Acad-Santa Ana. [Learn more here.](#)

ASSESSMENT	PERCENT COMPLETE	LAST UPDATE	REPORT
Quick Start Health Assessment: School Edition ?	100%	17 days ago by Maria R	Report
Healthy Schools Assessment ?	100%	a year ago by Brenda L	Report
RISE Index ?	100%	17 days ago by Maria R	Report

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# Magnolia Sci Acad-San Diego

School in San Diego, CA

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Action Plan items

Updated a month ago by Neil E

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Team Members

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Is your organization eligible for an award?

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Spread the word to grow support for a healthy future!

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## Assessments

These are the assessments available for Magnolia Sci Acad-San Diego. [Learn more here.](#)

ASSESSMENT	PERCENT COMPLETE	LAST UPDATE	REPORT
Quick Start Health Assessment: School Edition ?	100%	a month ago by Neil E	Report
Healthy Schools Assessment ?	100%	a month ago by Neil E	Report
RISE Index ?	100%	a month ago by Neil E	Report

# Action Plan

MSA-1

## What is the Action Plan

This is a collaborative to-do list. It will help you identify and keep track of the specific steps to achieve your school's goals. Add questions from the assessments that you'd like to work on. Categorize them to help focus on your most important tasks

Access your Action Plan online at:

<https://healthiergeneration.org/app/account/organizations/8303/plan>

Add colleagues as team members here:

<https://healthiergeneration.org/app/account/organizations/8303/team>

## To work on

**HPE-9** HSP

Required health education course

Not in place

**PO-6** HSP

Counseling, psychological, and social services provided by a full-time counselor, social worker, and psychologist

Under development

**NS-12** HSP

Farm to School activities

## This year's goals

**HPE-5** HSP

Professional development for physical education teachers

Partially in place

**NS-8** HSP

Collaboration between school nutrition services staff members and teachers

Partially in place

**UPS** Powered by BoardOnTrack

## Done

**NS-6** HSP

Annual continuing education and training requirements for school nutrition services staff

Fully in place

**NS-7** HSP

Venues outside the cafeteria offer fruits and vegetables

Fully in place

**PO-2** HSP

Written school



Professional learning on active supervision

Mostly in place

Written school health and safety policies

Fully in place

**PA-5** HSP

Professional development for classroom teachers

Under development

**PO-3** HSP

Local school wellness policy

Fully in place

**PA-2** HSP

Availability of physical activity breaks in classrooms

Partially in place

**PO-8** HSP

Family engagement in school decision making

Fully in place

**SWB-7** RISE

**SSH-2** QS

Expectations related to work-life balance

Mostly in place

**NS-1** HSP

Breakfast and lunch programs

Fully in place

**NS-2** HSP

School breakfast

Fully in place

**NS-4** HSP

Variety of offerings in school meals

Fully in place

**NS-5** HSP

Promote healthy food and beverage choices and school meals using marketing and

merchandising techniques.

Fully in place

**HPE-2** HSP

Years of physical education

Fully in place

**HPE-3** HSP

Sequential physical education curriculum consistent with standards

Fully in place

**HPE-4** HSP

Students active at least 50% of class time

Fully in place

**HPE-6** HSP

Information and materials for physical education teachers

Fully in place

**HPE-7** HSP

Licensed physical education teachers

Fully in place

**PA-6** HSP

physical activity  
as punishment

Fully in place

**EW-1** HSP

Health  
assessments for  
staff members

Fully in place

**EW-4** HSP

Promote staff  
member  
participation

Fully in place

**EW-2** HSP

Programs for staff  
members on  
physical  
activity/fitness

Fully in place

**NS-9** HSP

Student and  
family  
involvement in  
the school meal  
programs and  
other foods and  
beverages sold,  
served and  
offered on school  
campus.

Fully in place

**NS-10** HSP

Prohibit using  
food as reward or

Fully in place

**NS-11** HSP

Adequate time to eat school meals

Fully in place

**SS-1** HSP

All foods sold during the school day meet the USDA's Smart Snacks in School nutrition standards

Fully in place

**SS-2** HSP

All beverages sold during the school day meet the USDA's Smart Snacks in School nutrition standards

Fully in place

**SS-4** HSP

All foods and beverages served and offered during the school day meet the USDA's Smart Snacks in School nutrition standards

Fully in place

**SS-5** HSP

All foods and beverages sold during the extended school day meet the USDA's Smart Snacks in School nutrition standards

Fully in place

**SS-6** HSP

All foods and beverages served and offered during the extended school day meet the USDA's Smart Snacks in School nutrition standards

Fully in place

**Every child deserves a healthy future**

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# Healthy Schools Program Action Planning Chart

2019-2020 SCHOOL YEAR

SCHOOL: MSA2

DISTRICT: MPS

CRITERIA	TASKS	LEAD	DATE	RESOURCES	EVIDENCE OF SUCCESS
<i>Healthy Schools Program criteria to improve.</i>	<i>List of specific tasks needed to complete the Action Step.</i>	<i>Person responsible for ensuring tasks are completed.</i>	<i>Goal date to complete all tasks.</i>	<i>People, tools, support &amp; funding to help complete tasks.</i>	<i>Evidence needed to demonstrate implementation of the criteria.</i>
EW-2 - Programs for staff members on physical activity/fitness	Have monthly staff physical activity as part of protocol.	Mr. Capretta	6/11/2021	Mr. Capretta will work with the PBIS team to plan activities which will be promoted to teachers and staff via email and ParentSquare system.	Pictures of completed activities. Email / ParentSquare invitations.
EW-5 - Stress management programs for staff	Have 1 stress management activity for staff each quarter during 2 <sup>nd</sup> semester	Ms. Hekimian	6/11/2021	Ms. Hekimian will coordinate a stress management activity that all staff will be invited to participate in and invited via email and ParentSquare system.	Pictures of completed activities. Email / ParentSquare invitations.



# Healthy Schools Program Action Planning Chart

2018-2019 SCHOOL YEAR

SS-7 Fundraising efforts during and outside school hours meet the USDA's Smart Snacks in School nutrition standards	75% of all of MSA2's school based fundraising efforts should meet or exceed the USDA Smart Snack School Standards throughout the 2 <sup>nd</sup> semester.	Ms. Villagomez	6/11/2021	Ms. Villagomez will coordinate with ASB, Mr. Compagno and Mr. T to ensure that 75% of the fund raising nutritional efforts meet or exceed the SS-7 goal.	Pictures/ video of the 75% of the fundraising goods and services that meet SS-7 will be posted to Parent Square and utilized within MSA2's website.
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CRITERIA	TASKS	LEAD	DATE	RESOURCES	EVIDENCE OF SUCCESS
<i>Healthy Schools Program criteria to improve.</i>	<i>List of specific tasks needed to complete the Action Step.</i>	<i>Person responsible for ensuring tasks are completed.</i>	<i>Goal date to complete all tasks.</i>	<i>People, tools, support &amp; funding to help complete tasks.</i>	<i>Evidence needed to demonstrate implementation of the criteria.</i>
Click to choose criterion.			Click to enter a date.		
Click to choose criterion.			Click to enter a date.		



# Healthy Schools Program Partners & Stakeholders Worksheet

2018-2019 SCHOOL YEAR

Click to choose criterion.			Click to enter a date.		
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CRITERIA	PARTNER OR STAKEHOLDER	LEAD	DATE	REQUEST
<i>Healthy Schools Program criteria to improve.</i>	<i>Potential parson or partner who can help your school wellness committee improve a criterion.</i>	<i>Person responsible for ensuring tasks are completed.</i>	<i>Goal date to complete all tasks.</i>	<i>Describe how you will ask the partner or stakeholder to help you improve a criterion.</i>
Click to choose criterion.			Click to enter a date.	
Click to choose criterion.			Click to enter a date.	
Click to choose criterion.			Click to enter a date.	
Click to choose criterion.			Click to enter a date.	





# Healthy Schools Program Action Planning Chart

2018-2019 SCHOOL YEAR

Click to choose criterion.			Click to enter a date.	
Click to choose criterion.			Click to enter a date.	



## Healthy Schools Program Action Planning Chart

SCHOOL: Magnolia Science Academy -3 Carson, Ca.

DISTRICT: LAUSD

2020-2021

CRITERIA	TASKS	LEAD	DATE	RESOURCES	EVIDENCE OF SUCCESS
<i>Healthy Schools Program criteria to improve.</i>	<i>List of specific tasks needed to complete the Action Step.</i>	<i>Person responsible for ensuring tasks are completed.</i>	<i>Goal date to complete all tasks.</i>	<i>People, tools, support &amp; funding to help complete tasks.</i>	<i>Evidence needed to demonstrate implementation of the criteria.</i>
PA-5 - PD's for classroom teachers on promoting and integrating physical activity in the classroom.	Create and add to PD's calendar on PD's in the classroom.	Roy Thomas	5/1/2021	Support Staff, Computer, Emails, etc	Written Documentation- Fliers, emails, parent square communication etc
PO-1 - School Rep for Healthy Schools and meet four times a year.	Does your school have a representative committee or team that meets at least four times a year and oversees school health and safety policies and programs?	Roy Thomas / Keith Wright	5/1/2021	Support Staff, Computer, Emails etc, ask for donations from parents	Written Documentation- Fliers, emails etc.



## Healthy Schools Program Action Planning Chart

EW-5 - Stress management programs for staff	Establish times for teachers and staff to debrief and exercise using stress management techniques etc.	Roy Thomas	5/1/21	Administration, Support staff, counselors on campus, Safe Space location for teachers to decompress	Written Documentation – Fliers, emails etc.- Events: staff vs students game, massage therapy for teachers PD, etc.
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CRITERIA	TASKS	LEAD	DATE	RESOURCES	EVIDENCE OF SUCCESS
<i>Healthy Schools Program criteria to improve.</i>	<i>List of specific tasks needed to complete the Action Step.</i>	<i>Person responsible for ensuring tasks are completed.</i>	<i>Goal date to complete all tasks.</i>	<i>People, tools, support &amp; funding to help complete tasks.</i>	<i>Evidence needed to demonstrate implementation of the criteria.</i>
PO-2	Revisit and revise policy for health for MSA-3	Mr Thomas	5/1/21	Online Tools	Have the written policy prepared and communicated during PDs/



## Healthy Schools Program Partners & Stakeholders Worksheet

PA-8 Access to physical fitness activities after school hours.	Ensure gym and outside areas are available for the students to exercise and get fit under supervision.	Mr Thomas	5/21/20	Other school, lessons, parent meetings	Documentation



## Healthy Schools Program Action Planning Chart

SCHOOL: Magnolia Science Academy- 4

DISTRICT: Magnolia Public Schools

CRITERIA	TASKS	LEAD	DATE	RESOURCES	EVIDENCE OF SUCCESS
<i>Healthy Schools Program criteria to improve.</i>	<i>List of specific tasks needed to complete the Action Step.</i>	<i>Person is responsible for ensuring tasks are completed.</i>	<i>Goal date to complete all tasks.</i>	<i>People, tools, support &amp; funding to help complete tasks.</i>	<i>Evidence needed to demonstrate the implementation of the criteria.</i>
PO-9 - Community involvement in school health initiatives	<ul style="list-style-type: none"> <li>Build a community network with businesses (Kaiser West L.A, Parks and Recreation, grocery stores) that promote health and wellness.</li> <li>Inviting a representative to our campus/ via Zoom.</li> <li>Use our resources to promote on our campus.</li> </ul>	Musa Avsar Kamil Veli Jasmin Gomez Crystal Peña	12/18/2020	<ul style="list-style-type: none"> <li>Health and Wellness organizations. INKIE, CSUN, Kaiser Permanente.</li> </ul>	<ul style="list-style-type: none"> <li>Mindfulness activities during Advisory class.</li> <li>Implementation of programs in our school</li> <li>Health and Wellness school Events</li> <li>Community business visiting our school to promote healthy options.</li> </ul>
PA-2 - Availability of physical activity breaks in classrooms	<ul style="list-style-type: none"> <li>Staff PD from the P.E. department.</li> </ul>	Musa Avsar Kamil Veli Jasmin Gomez Crystal Peña	12/18/2020	<ul style="list-style-type: none"> <li>Lesson plan/Physical Fitness focus. Planned activities</li> </ul>	<ul style="list-style-type: none"> <li>Send a message via Parent Square</li> <li>Classroom observations</li> </ul>



## Healthy Schools Program Action Planning Chart

PA-5 - Professional development for classroom teachers	<ul style="list-style-type: none"> <li>Staff PD from the P.E. department.</li> <li>Continue on 2nd Semester</li> </ul>	Musa Avsar Kamil Veli Jasmin Gomez Crystal Peña	12/18/2020	Planned activities Research-based resources	<ul style="list-style-type: none"> <li>Sign-In Sheet</li> <li>Posted Parent Square</li> </ul>
--	--	--	------------	--	---

CRITERIA	TASKS	LEAD	DATE	RESOURCES	EVIDENCE OF SUCCESS
<i>Healthy Schools Program criteria to improve.</i>	<i>List of specific tasks needed to complete the Action Step.</i>	<i>Person responsible for ensuring tasks are completed.</i>	<i>Goal date to complete all tasks.</i>	<i>People, tools, support &amp; funding to help complete tasks.</i>	<i>Evidence needed to demonstrate the implementation of the criteria.</i>
EW-5 - Stress management programs for staff	<ul style="list-style-type: none"> <li>Sandy Hook Promise - Hello Training</li> <li>SEL Curriculums- Zones of Regulation &amp; Ripple Effect</li> </ul>	Kamil Veli	01/22/21	<ul style="list-style-type: none"> <li>Panorama Feedback survey</li> <li>School wellness team</li> <li>Access to Zones of Regulation &amp; Ripple Effect</li> </ul>	<ul style="list-style-type: none"> <li>Stress management programs for staff</li> </ul>
Click to choose criterion.			Click to enter a date.		



## Healthy Schools Program Partners & Stakeholders Worksheet

Click to choose criterion.			Click to enter a date.		
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CRITERIA	PARTNER OR STAKEHOLDER	LEAD	DATE	REQUEST
<i>Healthy Schools Program criteria to improve.</i>	<i>Potential person or partner who can help your school wellness committee improve a criterion.</i>	<i>Person responsible for ensuring tasks are completed.</i>	<i>Goal date to complete all tasks.</i>	<i>Describe how you will ask the partner or stakeholder to help you improve a criterion.</i>
Click to choose criterion.			Click to enter a date.	
Click to choose criterion.			Click to enter a date.	
Click to choose criterion.			Click to enter a date.	



## Healthy Schools Program Action Planning Chart

Click to choose criterion.			Click to enter a date.	
Click to choose criterion.			Click to enter a date.	
Click to choose criterion.			Click to enter a date.	





# Healthy Schools Program Action Planning Chart

2020-2021 SCHOOL YEAR

SCHOOL: Magnolia Science Academy 5

DISTRICT: LACOE

CRITERIA	TASKS	LEAD	DATE	RESOURCES	EVIDENCE OF SUCCESS
<i>Healthy Schools Program criteria to improve.</i>	<i>List of specific tasks needed to complete the Action Step.</i>	<i>Person responsible for ensuring tasks are completed.</i>	<i>Goal date to complete all tasks.</i>	<i>People, tools, support &amp; funding to help complete tasks.</i>	<i>Evidence needed to demonstrate implementation of the criteria.</i>
EW-5 - Stress management programs for staff	Partner with Tarzana Treatment Center to have another PD about mental health and stress	Khweiss (Dean of Students)	2/29/2021	All Staff	Agenda, Minutes
PO-7 - Parenting strategies	Continue to strengthen Parent Awareness 101 program	Khweiss (Dean of Students)	2/15/2021	Incentivize attendance	Flier, Hand-outs, Parent Square, Agenda
PO-8 - Family engagement in school decision making	Meetings with parents to build school partnership with parents and school decision-making	Brad Plonka (Principal)	3/5/2020	PTF, reserve room, snacks	Agenda, Parent Square



# Healthy Schools Program Action Planning Chart

2018-2019 SCHOOL YEAR

CRITERIA	TASKS	LEAD	DATE	RESOURCES	EVIDENCE OF SUCCESS
<i>Healthy Schools Program criteria to improve.</i>	<i>List of specific tasks needed to complete the Action Step.</i>	<i>Person responsible for ensuring tasks are completed.</i>	<i>Goal date to complete all tasks.</i>	<i>People, tools, support &amp; funding to help complete tasks.</i>	<i>Evidence needed to demonstrate implementation of the criteria.</i>
HPE-5 - Professional development for physical education teachers	AP will send PE teacher to necessary PD's	Kaplan	4/30/2021	AP, Principal, Coach, PD funding	PE teaching will bring back info from PD sessions
PA-6 - Prohibit using physical activity as punishment	Staff will receive PD on this criteria	Kaplan	2/29/2021	Staff	Evaluations, PD agenda
EW-1 - Health assessments for staff members	We will provide health assessment for staff members	Khweiss	2/27/2021	Staff, Projector, Assessment	Assessment completion, Sign in sheets



## Healthy Schools Program Partners & Stakeholders Worksheet

2018-2019 SCHOOL YEAR

CRITERIA	PARTNER OR STAKEHOLDER	LEAD	DATE	REQUEST
<i>Healthy Schools Program criteria to improve.</i>	<i>Potential parson or partner who can help your school wellness committee improve a criterion.</i>	<i>Person responsible for ensuring tasks are completed.</i>	<i>Goal date to complete all tasks.</i>	<i>Describe how you will ask the partner or stakeholder to help you improve a criterion.</i>
EW-5 - Stress management programs for staff	Tarzana Treatment Center	Khweiss	2/29/2021	I have been partnering up with a specialist at Tarzana treatment center regarding essential oils and stress management for staff.
HPE-1 - 150 minutes of physical education per week	Coach Bradison	Kaplan	1/31/2021	Assistant Prinicipal will ensure through observation and follow-up that students are receiving 150 minutes of physical education a week.
PO-6 - Counseling, psychological, and social services provided by a full-time counselor, social worker, and psychologist	Ms. Scott	Khweiss	5/31/2021	Psychologist will ensure students are receiving necessary counseling minutes.
NS-3 - School lunch	Plonka	Plonka	4/30/2021	Principal will ensure that the school lunch is healthy for our students.
EW-1 - Health assessments for staff members	Khweiss	Khweiss	3/2/20201	Khweiss will provide assessment for staff



# Healthy Schools Program Action Planning Chart

2018-2019 SCHOOL YEAR

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# Healthy Schools Program Action Planning Chart

SCHOOL: Magnolia Science Academy 6 - Palms

DISTRICT: Magnolia Public Schools

CRITERIA	TASKS	LEAD	DATE	RESOURCES	EVIDENCE OF SUCCESS
<i>Healthy Schools Program criteria to improve.</i>	<i>List of specific tasks needed to complete the Action Step.</i>	<i>Person responsible for ensuring tasks are completed.</i>	<i>Goal date to complete all tasks.</i>	<i>People, tools, support &amp; funding to help complete tasks.</i>	<i>Evidence needed to demonstrate implementation of the criteria.</i>
PO-5 Health services provided by a full-time school nurse	Funding and a contract with nurse services.	The Home office/principal	As soon as we have students coming back to our campus or earlier.	Funding, Home office support, and board approval	<ul style="list-style-type: none"> <li>- Contract for a nurse to prove that he/she is a nurse for our school.</li> <li>- Supplies that will be specifically for a nurse.</li> <li>- A log of the people that the nurse is screening and/or helping during school hours.</li> </ul>
SYS-10 SMH-1 Cultivating positive classroom culture.	A position was created to help facilitate and implement SEL programs in classes. Professional development was also given to teachers (KAGAN) to help with positive classroom culture.	Mr. Theis All staff.  Professional development company, Kagan.	On-going  The Kagan pd happened prior to the beginning of school.	We are using a book from Home office, to help with SEL.	<ul style="list-style-type: none"> <li>- Survey from Panorama</li> <li>- Engagement in classroom</li> </ul>



## Healthy Schools Program Action Planning Chart

PO-7 Parenting strategies	Best practices from other parents and from staff members to help parents with distance learning.	Mr. Choe Parents/Families Staff	On-going (monthly)	Zoom meetings with parents/families.	- Monthly Zoom meetings with registration as evidence that parents are attending.
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# Healthy Schools Program Action Planning Chart

2020-2021 SCHOOL YEAR

SCHOOL: Magnolia Science Academy - 7

DISTRICT: Magnolia Public Schools

CRITERIA	TASKS	LEAD	DATE	RESOURCES	EVIDENCE OF SUCCESS
<i>Healthy Schools Program criteria to improve.</i>	<i>List of specific tasks needed to complete the Action Step.</i>	<i>Person responsible for ensuring tasks are completed.</i>	<i>Goal date to complete all tasks.</i>	<i>People, tools, support &amp; funding to help complete tasks.</i>	<i>Evidence needed to demonstrate implementation of the criteria.</i>
PA-7 - Prohibit withholding recess as punishment	<ul style="list-style-type: none"> <li>-Create a written policy for this school-wide expectation</li> <li>-Monitor that the policy is being followed by all staff and address if needed</li> <li>-Continue to train staff in PBIS methods and alternatives to withholding recess</li> </ul>	<ul style="list-style-type: none"> <li>-Meagan Wittek, Principal</li> <li>-Gil Yoon, Assistant Principal</li> <li>-PBIS Team Members</li> </ul>	6/10/2021	<ul style="list-style-type: none"> <li>-Campus Aides</li> <li>-PBIS training</li> <li>-Admin supervision of recess &amp; lunch procedures</li> </ul>	<ul style="list-style-type: none"> <li>-List of alternatives to withholding recess &amp; lunch</li> <li>-Observations of these alternate consequences or PBIS strategies being used</li> <li>-Teach Boost Staff Self-Assessments and evaluations</li> </ul>
EW-2 - Programs for staff members on physical activity/fitness	<ul style="list-style-type: none"> <li>-Develop school-wide physical fitness programs and activities</li> <li>-Appoint a team member to follow through with the implementation of these programs and activities</li> </ul>	<ul style="list-style-type: none"> <li>-Meagan Wittek, Principal</li> <li>-Gil Yoon, Assistant Principal</li> <li>-Jennifer Rivera, Staff Wellness Representative</li> <li>-Ja'Neice Allen, PE</li> </ul>	6/10/2021	<ul style="list-style-type: none"> <li>-Staff wellness liason</li> <li>-Prizes to motivate participation in activities</li> <li>-Time dedicated to staff physical activities/programs to increase participation</li> </ul>	<ul style="list-style-type: none"> <li>-Tracking of programs and participation rates</li> <li>-Staff survey results</li> </ul>



# Healthy Schools Program Action Planning Chart

2020-2021 SCHOOL YEAR

		Teacher			
SWB-5 - To what extent do staff receive professional learning opportunities on planning, implementing and reflecting on their own well-being?	<ul style="list-style-type: none"> <li>-Develop school-wide stress management programs and well-being activities</li> <li>-Appoint a team member to follow through with the implementation of these programs and activities</li> </ul>	<ul style="list-style-type: none"> <li>-Meagan Wittek, Principal</li> <li>-Gil Yoon, Assistant Principal</li> <li>-Jennifer Rivera, staff wellness representative</li> <li>- Sunshine Committee</li> <li>-School Psychologist</li> </ul>	6/10/2021	<ul style="list-style-type: none"> <li>-Staff wellness liason</li> <li>-CSUN Mindfulness</li> <li>-Prizes to motivate participation in activities</li> <li>-Time dedicated to stress management activities/programs to increase participation</li> </ul>	<ul style="list-style-type: none"> <li>-Tracking of programs and participation rates</li> <li>-Staff MHW Survey results</li> </ul>





# Healthy Schools Program Action Planning Chart

SCHOOL: Magnolia Science Academy- Bell

DISTRICT: Magnolia Public Schools

CRITERIA	TASKS	LEAD	DATE	RESOURCES	EVIDENCE OF SUCCESS
<i>Healthy Schools Program criteria to improve.</i>	<i>List of specific tasks needed to complete the Action Step.</i>	<i>Person responsible for ensuring tasks are completed.</i>	<i>Goal date to complete all tasks.</i>	<i>People, tools, support &amp; funding to help complete tasks.</i>	<i>Evidence needed to demonstrate implementation of the criteria.</i>
PO-9 - Community involvement in school health initiatives	<ul style="list-style-type: none"> <li>-Build a community network with businesses (Chuze Gym, Kaiser Cudahy, Parks and Recreation, grocery stores) that promote health and wellness.</li> <li>-Inviting them to our campus</li> <li>-Use our resources to promote on our campus.</li> </ul>	Varol Gurler Arturo Prado Jason Hernandez	12/11/2020	Health and Wellness organizations. INKIE, CSUN, Saint Francis Medical Center, Kaiser.	<ul style="list-style-type: none"> <li>- Implementation of programs in our school</li> <li>- Health and Wellness school Events</li> <li>- Community business visiting our school to promote healthy options.</li> <li>-</li> </ul>
PA-2 - Availability of physical activity breaks in classrooms	-Staff PD from PE department.	Mr. Prado Ms. Madigan Mr. Hernandez Mr. Bloomquist Mr. Hernandez	12/11/2020	Lesson plan/Physical Fitness focus. Planned activities  Calendar Availability	<ul style="list-style-type: none"> <li>- Posted on Parent Square</li> <li>- Classroom observations</li> </ul>



## Healthy Schools Program Action Planning Chart

PA-5 - Professional development for classroom teachers	-Staff PD from PE department.  Goal of 2 sessions for 2 <sup>nd</sup> semester.	Mr. Prado Ms. Madigan Mr. Hernandez Mr. Bloomquist Mr. Hernandez Mrs. Mendoza	12/11/2020	Ms. Madigan Mr. Hernandez  Mr. Bloomquist  Planned activities  Research based resources	<ul style="list-style-type: none"> <li>- Agenda</li> <li>- Sign-In Sheet</li> <li>- Posted Parent Square</li> </ul>
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CRITERIA	TASKS	LEAD	DATE	RESOURCES	EVIDENCE OF SUCCESS
<i>Healthy Schools Program criteria to improve.</i>	<i>List of specific tasks needed to complete the Action Step.</i>	<i>Person responsible for ensuring tasks are completed.</i>	<i>Goal date to complete all tasks.</i>	<i>People, tools, support &amp; funding to help complete tasks.</i>	<i>Evidence needed to demonstrate implementation of the criteria.</i>
EW-5 - Stress management programs for staff	Mitchell Family Counseling Services  Social Workers Intern  SEL Curriculums- Zones of Regulation & Ripple Effect	Mr. Prado	12/11/2020	Panorama Feedback survey  School wellness team  Access to Zones of Regulation & Ripple Effect	EW-5 - Stress management programs for staff



## Healthy Schools Program Partners & Stakeholders Worksheet

Click to choose criterion.			Click to enter a date.		
Click to choose criterion.			Click to enter a date.		

CRITERIA	PARTNER OR STAKEHOLDER	LEAD	DATE	REQUEST
<i>Healthy Schools Program criteria to improve.</i>	<i>Potential person or partner who can help your school wellness committee improve a criterion.</i>	<i>Person responsible for ensuring tasks are completed.</i>	<i>Goal date to complete all tasks.</i>	<i>Describe how you will ask the partner or stakeholder to help you improve a criterion.</i>
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Click to choose criterion.			Click to enter a date.	



# Healthy Schools Program Action Planning Chart

Click to choose criterion.			Click to enter a date.	
Click to choose criterion.			Click to enter a date.	
Click to choose criterion.			Click to enter a date.	
Click to choose criterion.			Click to enter a date.	

# Action Plan ? MSA-SA

- Dashboard
- My Organizations
- Magnolia Sci Acad-Sa...
- Assessments
- Quick Start Health ...
- Healthy Schools As...
- RISE Index
- Action Plan**
- Reports
- Team
- Resources
- Training
- Get Help
- Log out

## Introducing the Action Plan

The Action Plan is a collaborative to-do list that helps you and your Wellness Team plan and prioritize healthy changes for your organization this year.

Want to help us improve the Action Plan? [Let's talk!](#)



## How do I use the Action Plan?

Use your Action Plan to outline the tasks, dates, and resources that you and your Wellness Team will use to meet your goals.

[Learn more about using the Action Plan](#)

## To work on ?

[+ Add item](#)

**PO-6** HSP

Counseling, psychological, and social services provided by a full-time counselor, social worker, and psychologist

Fully in place [View >](#)

**PO-7** HSP

Parenting strategies

Fully in place [View >](#)

**SS-1** HSP

All foods sold during the school day meet the USDA's Smart Snacks in School nutrition standards

Fully in place [View >](#)

**SS-2** HSP

All beverages sold during the school day meet the USDA's Smart Snacks in School nutrition standards

Fully in place [View >](#)

**SS-4** HSP

All foods and beverages served and

## This year's goals ?

[+ Add item](#)

**EW-5** HSP

Stress management programs for staff

Fully in place [View >](#)

**TIS-1** RISE

Identifying students in need of interventions

Unanswered [View >](#)

**SWB-1** RISE

Opportunities for staff to build relationships with each other

Unanswered [View >](#)

**SWB-2** RISE

**SSH-4** QS

Opportunities for staff to display gratitude

Unanswered [View >](#)

**SWB-8** RISE

Spaces for staff to relax and build

## Done ?

[+ Add item](#)

**PO-8** HSP

Family engagement in school decision making

Partially in place [View >](#)

**COL-5** RISE

Utilization of feedback gathered from stakeholders

Unanswered [View >](#)

**PO-4** HSP

School start times

Fully in place [View >](#)

**NS-2** HSP

School breakfast

Fully in place [View >](#)

**NS-3** HSP

School lunch

Fully in place [View >](#)

Dashboard

My Organizations

Magnolia Sci Acad-Sa...

Assessments

Action Plan

Reports

Team

Resources

Training

Get Help

Log out

**SS-2** HSP

All beverages sold during the school day meet the USDA's Smart Snacks in School nutrition standards

Fully in place

[View >](#)

**SS-4** HSP

All foods and beverages served and offered during the school day meet the USDA's Smart Snacks in School nutrition standards

Fully in place

[View >](#)

**HPE-12** HSP

Opportunities to practice skills

Partially in place

[View >](#)

**EW-6** HSP

All foods served and sold to staff meet the USDA's Smart Snacks in School nutrition standards

Fully in place

[View >](#)

**PA-1** HSP

Recess

Fully in place

[View >](#)

**HPE-7** HSP

Licensed physical education teachers

Fully in place

[View >](#)

**PA-8** HSP

Access to physical activity facilities outside school hours

Fully in place

[View >](#)

**SSH-4** QS

Opportunities for staff to display gratitude

Mostly in place

[View >](#)

**SWB-8** RISE

Spaces for staff to relax and build relationships

Mostly in place

[View >](#)

**SYS-1** RISE

Presence of a leadership team

Mostly in place

[View >](#)

**SYS-8** RISE

**SMH-2** QS

Adjusting environments to reduce triggers

Mostly in place

[View >](#)

**SYS-10** RISE

**SMH-1** QS

Cultivating positive classroom culture

Mostly in place

[View >](#)

**UPS-1** RISE

Engaging in positive relationships with students

Mostly in place

[View >](#)

**UPS-2** RISE

**SMH-3** QS

Motivating class participation

Fully in place

[View >](#)

**UPS-3** RISE

Powered by BoardOnTrack and Professional Learning in Social and Emotional Learning

School breakfast

Fully in place

[View >](#)

**NS-3** HSP

School lunch

Fully in place

[View >](#)

**NS-4** HSP

Variety of offerings in school meals

Fully in place

[View >](#)

**HPE-1** HSP

Minutes of physical education per week

Fully in place

[View >](#)

**EW-4** HSP

Promote staff member participation

Fully in place

[View >](#)

**PA-6** HSP

Prohibit using physical activity as punishment

Fully in place

[View >](#)

# Action Plan | Alliance for a Healthier Generation MSASD 2020-2021

**ALLIANCE FOR A HEALTHIER GENERATION** | ACTION CENTER Welcome, Neil My Account Log out

- My Organizations
- Magnolia Sci Acad-Sa...
- Assessments
  - Quick Start Health ...
  - Healthy Schools As...
  - RISE Index
- Action Plan**
- Reports
- Team
- Resources

To work on	This year's goals	Done
<p><b>SWB-6</b> RISE Trauma-informed lens for staff well-being policies Mostly in place <a href="#">View &gt;</a></p> <p><b>SYS-2</b> RISE Use of continuous improvement process Mostly in place <a href="#">View &gt;</a></p>	<p><b>PO-5</b> HSP Health services provided by a full-time school nurse Partially in place <a href="#">View &gt;</a></p> <p><b>PO-6</b> HSP Counseling, psychological, and social services provided by a full-time counselor, social worker, and psychologist Under development <a href="#">View &gt;</a></p>	<p><b>SWB-5</b> RISE Professional learning on reflecting on own well-being Mostly in place <a href="#">View &gt;</a></p>

To work on	This year's goals
<p><b>SWB-6</b> RISE Trauma-informed lens for staff well-being policies Mostly in place <a href="#">View &gt;</a></p> <p><b>SYS-2</b> RISE Use of continuous improvement process Mostly in place <a href="#">View &gt;</a></p>	<p><b>PO-5</b> HSP Health services provided by a full-time school nurse Partially in place <a href="#">View &gt;</a></p> <p><b>PO-6</b> HSP Counseling, psychological, and social services provided by a full-time counselor, social worker, and psychologist Under development <a href="#">View &gt;</a></p>

# Cover Sheet

## Non-Public Agency Approval for BII Support

<b>Section:</b>	III. Action Items
<b>Item:</b>	D. Non-Public Agency Approval for BII Support
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Action Item D.pdf





Board Agenda Item #	III D: Action Item
Date:	January 21, 2021
To:	MPS Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Name: Erdinc Acar, CAO; Artis M. Callaham, Dir. SPED and Support
RE: Special Education Services	Non-Public Agency Approval for BII Support

### **Proposed Board Motion**

I move that the board approve the MOU between Magnolia Public Schools and Inclusive Education and Community Partnership, a Non-Public Agency.

### **Introduction**

- **What services are being provided?**  
BII – Behavioral Intervention Instruction / BID – Behavioral Intervention Development
- **Why is this contract/service needed?**  
Resulting from a Due Process Case between LAUSD and the Parent. MSA 6 is being included now that the student attends our school.
- **Is this a school or organization wide implementation?**  
Schoolwide Implementation

### **Background**

- An MSA 6 family enrolled for the 20-21 school year with a pending Due Process Case with LAUSD. As a part of the resolution agreement, the parent and student are entitled to BII and BID services from this vendor until the services are no longer necessary to assist the student in accessing the general education curriculum.
- Parents feel the student will not be successful in school without the services of this particular agency.
- MSA 6 SPED Team participated in an alternative resolution meeting in an attempt to reach an agreement in lieu of formal mediation. This resulted in LAUSD covering 70% of the settlement costs. LAUSD is going to reimburse MPS/MSA6 for any assessments requested in this settlement. LAUSD is paying for 70% of all compensatory services rendered to this student.
- History of the project (Not Applicable)

**Analysis (If applicable)**

- Were RFPs done? N/A
- What negotiations were made? N/A
- What is the research/comparison data? N/A

**Budget Implications**

The approval of this item will cost MPS – MSA 6 \$ 28,215.00 for the school year.

**Exhibits (attachments):**

- Non-Public Agency Master Contract

# Nonpublic, Nonsectarian School/Agency Services

## Master Contract

*2020-2021*



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2020-2021

CONTRACT NUMBER:

LOCAL EDUCATION AGENCY: Magnolia Science Academy - 6

**NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER: Exclusive Education and Community Partnership**

**NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES**  
**MASTER CONTRACT**

**AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS**

**1. MASTER CONTRACT**

This Master Contract is entered into on January 8, 2021, between Magnolia Science Academy - 6, hereinafter referred to as the local educational agency ("LEA"), a member of the El Dorado SELPA and Inclusive Education and Community Partnership (nonpublic, nonsectarian school or agency), hereinafter referred to as NPS/A or "INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP" for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq.* and Title 5 of the California Code of Regulations section 3000 *et seq.*, AB490 (Chapter 862, Statutes of 2003) and AB1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit LEA to pay for special education and/or related services provided to any student, or INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP.

Upon acceptance of a student, LEA shall submit to Inclusive Education and Community Partnership an Individual Services Agreement (hereinafter referred to as "ISA"). Unless otherwise agreed in writing, these forms shall acknowledge Inclusive Education and Community Partnership obligation to provide all services specified in the student's Individualized Service Plan. The ISA shall be executed within ninety (90) days of a student's enrollment. LEA and INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall enter into an ISA for each student served by INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP. As available and appropriate, the LEA shall make available access to any electronic IEP system and/or electronic database for ISA developing including invoicing.

Unless placement is made pursuant to an Office of Administrative Hearings (hereinafter referred to as "OAH") order, a lawfully executed agreement between LEA and parent or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with nonpublic school placement until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement is appropriate, and the IEP is signed by the student's parent.

**2. CERTIFICATION AND LICENSES**

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall be certified by the California Department of Education (hereinafter referred to as "CDE") as a nonpublic, nonsectarian school/agency. All nonpublic school and nonpublic agency services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code, section 56366 *et seq* and within the



professional scope of practice of each provider's license, certification and/or credential. A current copy of INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP's nonpublic school/agency certification or a waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this contract is executed by INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP. This Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract. Total student enrollment shall be limited to capacity as stated on CDE certification and in Section 24 of the Master Contract.

In addition to meeting the certification requirements of the State of California, a INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

If INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP is a licensed children's institution (hereinafter referred to as "LCI"), INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP operates a program outside of this State, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

With respect to INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP's certification, failure to notify the LEA and CDE of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modification or relocation of facilities; or (5) significant modification of the program may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

### **3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS**

During the term of this contract, unless otherwise agreed, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies and regulations. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall also comply with all applicable LEA policies and procedures unless, taking into consideration all of the surrounding facts and circumstances, a policy or policies or a portion of a policy does not reasonably apply to INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Section 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP's failure to comply with applicable LEA policies (e.g., those policies relating to; the provision of special education and/or related services, facilities for individuals with exceptional needs, student enrollment and transfer, student inactive status, corporal punishment, student discipline, and positive behavior interventions).

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract; and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

#### **4. TERM OF MASTER CONTRACT**

The term of this Master Contract shall be from January 11<sup>th</sup>, 2021 to June 10, 2021 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP nor the LEA is required to renew this Master Contract in subsequent contract years. However, the parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 10, 2021. In the event the contract is not renegotiated by June 30<sup>th</sup>, an interim contract may be made available as mutually agreed upon for up to 90 days from July 1 of the new fiscal year. (Title 5 California Code of Regulations section 3062(d)) No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP is at the sole discretion of the LEA.

The provisions of this Master Contract apply to INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP and any of its employees or independent Inclusive Education and Community Partnership. Notice of any change in INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP's ownership or authorized representative shall be provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

#### **5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION**

This Master Contract includes each Individual Services Agreement and they are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties.

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall provide the LEA with information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of teacher credentials and clearance, insurance documentation and CDE certification. The LEA may require additional information as applicable. If the application packet is not completed and returned to District, no Master Contract will be issued. If INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP fails to execute the new Master Contract within such ninety-day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP. (California Education Code section 56366(c)(1) and (2)). In the event that this Master Contract expires or terminates, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP and LEA for so long as INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP is servicing authorized students at the discretion of the LEA.

#### **6. INDIVIDUAL SERVICES AGREEMENT**

This contract shall include an ISA developed for each student to whom INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP is to provide special education and/or related services. An ISA shall only be issued for students enrolled with the approval of the LEA pursuant to Education Code section 56366 (a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP, shall continue to be bound to all of the terms and

conditions of the most recent executed ISAs between INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP and LEA for so long as INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP is servicing authorized students.

Any and all changes to a student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the student's IEP. At any time during the term of this Master Contract, a student's parent, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP, or LEA may request a review of a student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall provide all services specified in the IEP unless the INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP and the LEA agree otherwise in the ISA. (California Education Code sections 56366(a) (5) and 3062(e)). In the event the INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP is unable to provide a specific service at any time during the life of the ISA, the INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall notify the LEA in writing within five (5) business days of the last date a service was provided. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall provide any and all subsequent compensatory service hours awarded to student as a result of lack of provision of services while student was served by the nonpublic school or agency.

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall abide by the "stay-put" requirement of state and federal law unless the parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where the LEA is located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c) (2).

## **7. DEFINITIONS**

The following definitions shall apply for purposes of this contract:

a. The term "INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP" means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents and employees.

b. The term "authorized LEA representative" means a LEA administrator designated to be responsible for nonpublic school/agencies. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for the contract, unless otherwise specified in the contract.

c. The term "credential" means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).

d. The term “qualified” means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and designated instruction and services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which he or she is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code.

Nothing in this definition shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations. (Title 5 of the California Code of Regulations Section 3001 (r)).

e. The term “license” means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title including but not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(l).

- f. “Parent” means:
- i. a biological or adoptive parent; unless the biological or adoptive parent does not have legal authority to make educational decisions for the child,
  - ii. a guardian generally authorized to act as the child’s parent or authorized to make educational decisions for the child,
  - iii. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child’s welfare,
  - iv. a surrogate parent,
  - v. a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child’s behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2).

Parent does not include the state or any political subdivision of government or the nonpublic school or agency under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).

- g. The term “days” means calendar days unless otherwise specified.
- h. The phrase “billable day” means a school day in which instructional minutes meet or exceed those in comparable LEA programs.
- i. The phrase “billable day of attendance” means a school day as defined in California Education Code Section 46307, in which a student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.
- j. It is understood that the term “Master Contract” also means “Agreement” and is referred to as such in this document.

## **ADMINISTRATION OF CONTRACT**

### **8. NOTICES**

All notices provided for by this contract shall be in writing. Notices shall be mailed or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed to LEA shall be addressed to the person and address as indicated on the signature page of the Master Contract. Notices to INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall be addressed as indicated on signature page of this Master Contract.

### **9. MAINTENANCE OF RECORDS**

All records shall be maintained by INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, "records" shall include, but not be limited to student records as defined by California Education Code section 49061(b) including electronically stored information; cost data records as set forth in Title 5 of the California Code of Regulations section 3061; registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; absence verification records (parent/doctor notes, telephone logs, and related documents) if the INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP is funded for excused absences, however, such records are not required if positive attendance is required; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification, staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state nonpublic school and/or agency certifications by-laws; lists of current board of directors/trustees, if incorporated; statement of income and expenses; general journals; cash receipts and disbursement books; general ledgers and supporting documents; documents evidencing financial expenditures; federal/state payroll quarterly reports; and bank statements and canceled checks or facsimile thereof.

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall maintain student records in a secure location to ensure confidentiality and prevent unauthorized access. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall maintain a current list of the names and positions of INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP's employees who have access to confidential records. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall maintain an access log for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, and date/time of access for each individual requesting or receiving information from the student's record. Such log needs to record access to the student's records by: (a) the student's parent; (b) an individual to whom written consent has been executed by the student's parent; or (c) employees of LEA or INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP having a legitimate educational interest in requesting or receiving information from the record. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP" do not include sub Inclusive Education and Community Partnership. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall grant parents access to

student records, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP agrees, in the event of school or agency closure, to forward student records within ten (10) business days to LEA. These shall include, but not limited to, current transcripts, IEP/IFSPs, and reports. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

**10. SEVERABILITY CLAUSE**

If any provision of this agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

**11. SUCCESSORS IN INTEREST**

This contract binds INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP's successors and assignees. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall notify the LEA of any change of ownership or corporate control.

**12. VENUE AND GOVERNING LAW**

The laws of the State of California shall govern the terms and conditions of this contract with venue in the County where the LEA is located.

**13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES**

This Master Contract may be modified or amended by the LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide the LEA and/or INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based.

**14. TERMINATION**

This Master Contract or Individual Service Agreement may be terminated for cause. The cause shall not be the availability of a public class initiated during the period of the contract unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. To terminate the contract either party shall give twenty (20) days prior written notice (California Education Code section 56366(a)(4)). At the time of termination, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall provide to LEA any and all documents INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, as provided in Section 5 or 6. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP or LEA may terminate an ISA for cause. To terminate the ISA, either party shall give twenty (20) days prior written notice.

**15. INSURANCE**

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall, at his, her, or its sole cost and expense, maintain in full force and effect, during the term of this Agreement, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof:

**PART I - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES**

- A. Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:

- \$2,000,000 per occurrence
- \$ 500,000 fire damage
- \$ 5,000 medical expenses
- \$1,000,000 personal & adv. Injury
- \$3,000,000 general aggregate
- \$2,000,000 products/completed operations aggregate

The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP's policy should have an exclusion for sexual molestation or abuse claims, then INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall be required to procure a supplemental policy providing such coverage.

- B. Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

- C. Commercial Auto Liability Insurance** for all owned, non-owned or hired automobiles with a \$1 million combined single limit.

If no owned automobiles, then only hired and non-owned is required.

If INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service locations by the LEA, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP must comply with State of California auto insurance requirements.

- D. Errors & Omissions (E & O)/Malpractice (Professional Liability) coverage**, including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy, with the following limits:

- \$1,000,000 per occurrence
- \$2,000,000 general aggregate

- E. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS**, upon execution of this contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the Board of Education additional insured's premiums on all insurance policies and shall be paid by INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP and shall be deemed included in INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP's obligations under this contract at no additional charge.

- F. **Any deductibles** or self-insured retentions above \$100,000 must be declared to and approved by the LEA. At its option, LEA may require the INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP, at the INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.
- G. **For any claims related to the services**, the INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP's insurance coverage shall be primary insurance as respects to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP's insurance and shall not contribute with it.
- H. **All Certificates of Insurance** may reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

## **PART II - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED WITH A RESIDENTIAL TREATMENT FACILITY ("RTC")**

When INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP is a nonpublic school affiliated with a **residential treatment center (NPS/RTC)**, the following insurance policies are required:

- A. Commercial General Liability including both bodily injury and property damage, with limits as follows:

- \$3,000,000 per occurrence
  - \$6,000,000 in General Aggregate.

The policy shall be endorsed to name the LEA and the Board of Education as *named* additional insured and shall provide specifically that any insurance carried by the LEA which may be applicable to any claims or loss shall be deemed excess and the RTC's insurance primary despite any conflicting provisions in the RTC's policy. Coverage shall be maintained with no Self-Insured Retention above \$100,000 without the prior written approval of the LEA.

- B. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- C. Commercial Auto Liability coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the RTC does not operate a student bus service. If the RTC provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
- D. Fidelity Bond or Crime Coverage shall be maintained by the RTC to cover all employees who process or otherwise have responsibility for RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$250,000 per occurrence, with no self-insured retention.
- E. Professional Liability/Errors & Omissions/Malpractice coverage with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.



- F. Sexual Molestation and Abuse Coverage, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.

If LEA or INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP determines that a change in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

## **16. INDEMNIFICATION AND HOLD HARMLESS**

To the fullest extent allowed by law, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and sub Inclusive Education and Community Partnership (“LEA Indemnities”) harmless against all liability, loss, damage and expense (including reasonable attorneys’ fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS, including, without limitation, its agents, employees, sub Inclusive Education and Community Partnership or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP. The LEA and the Member District(s) shall have the right in their sole discretion to select counsel of its choice to provide the defense at the sole cost of the INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP or the applicable insurance carrier.

To the fullest extent allowed by law, LEA shall indemnify and hold INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP and its Board Members, administrators, employees, agents, attorneys, and Inclusive Education and Community Partnership (“INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP Indemnities”) harmless against all liability, loss, damage and expense (including reasonable attorneys’ fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by the negligent or willful act or omission of LEA, including, without limitation, its agents, employees, Inclusive Education and Community Partnership or anyone employed directly or indirectly by it (excluding INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP and/or any INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP Indemnities).

LEA represents that it is self-insured in compliance with the laws of the state of California, that the self-insurance covers district employees acting within the course and scope of their respective duties and that its self-insurance covers LEA’s indemnification obligations under this Master Contract.

## **17. INDEPENDENT INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS**

Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between the LEA and INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall provide all services under this Agreement as an independent Inclusive Education and Community Partnership, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Agreement shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the LEA and any individual assigned by INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP to perform any services for the LEA.

If the LEA is held to be a partner, joint venturer, co-principle, employer or co-employer of INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that holding, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding.

#### **18. SUBCONTRACTING**

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to provide such service(s), LEA shall provide written notification to INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP within five (5) days of receipt of INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP's original notice and INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall not subcontract for said service(s).

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall incorporate all of the provisions of this Master Contract in all subcontracts, to the fullest extent reasonably possible. Furthermore, when INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP enters into subcontracts for the provision of special education and/or related services (including, but not limited to, transportation) for any student, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall cause each Inclusive Education and Community Partnerships to procure and maintain insurance during the term of each subcontract. Such Inclusive Education and Community Partnership's insurance shall comply with the provisions of Section 15. Each Inclusive Education and Community Partnerships shall furnish the LEA with original endorsements and certificates of insurance effecting coverage required by Section 15. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. The endorsements are to be on forms as required by the LEA. All endorsements are to be received and approved by the LEA before the Inclusive Education and Community Partnership's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the LEA Board of Education as additional insured.

As an alternative to the LEA's forms, a Inclusive Education and Community Partnership's insurer may provide complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Master Contract. All Certificates of Insurance may reference the LEA contract number, name of the school or agency submitting the certificate, indication if NPS or NPA, and the location of the school or agency submitting the certificate. In addition, all Inclusive Education and Community Partnership must meet the requirements as contained in Section 45 Clearance Requirements and Section 46 Staff Qualifications of this Master Contract.

#### **19. CONFLICTS OF INTEREST**

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP and any member of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 and including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP's facility if the attorney or advocate is employed or contracted by the INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP, or will receive a benefit from the INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP, or otherwise has a conflict of interest.

Unless INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP and LEA otherwise agree in writing, LEA shall neither execute an ISA with INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP nor amend an existing ISA for a student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP to the student without prior written authorization by LEA. This paragraph shall apply to INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP regardless of when an assessment is performed or a report is prepared (i.e., before or after the student is enrolled in INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP's school/agency) or whether an assessment of the student is performed or a report is prepared in the normal course of the services provided to the student by INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP. To avoid conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may, in its discretion, not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may, in its discretion, not fund services through the evaluator whose IEE the LEA agrees to fund. When no other appropriate assessor is available, LEA may request and if INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP agrees, the INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP may provide an IEE.

When INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP is a Nonpublic Agency, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP acknowledges that its authorized representative has read and understands Education Code section 56366.3 which provides, in relevant part, that no special education and/or related services provided by INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall be paid for by LEA if provided by an individual who was an employee of LEA within the three hundred and sixty five (365) days prior to executing this contract. This provision does not apply to any person who is able to provide designated instruction and services during the extended school year because he or she is otherwise employed for up to ten months of the school year by LEA.

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free "scholarship" basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from the LEA through due process proceedings.

## **20. NON-DISCRIMINATION**

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity or expression, physical or mental disability, genetic information or any other classification protected by federal or state law or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics.

## **EDUCATIONAL PROGRAM**

### **21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)**

LEA shall provide INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each student served by INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall provide to each student special education and/or related services (including transition services) within the nonpublic school or nonpublic agency consistent with the student's IEP and as specified in the ISA. If INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP is a NPS, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall not accept a student if it cannot provide or ensure the provision of the

services outlined in the student's IEP. If student services are provided by a third party (i.e. Related Services Provider), INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall notify LEA if provision of services cease.

Unless otherwise agreed to between INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP and LEA, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities for students, as specified in the student's IEP and ISA. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall make no charge of any kind to parents for special education and/or related services as specified in the student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the student's enrollment under the terms of this Master Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student's IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the nonpublic school. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP may charge a student's parent(s) for services and/or activities not necessary for the student to receive a free appropriate public education after: (a) written notification to the student's parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by the LEA of the written notification and a written acknowledgment signed by the student's parent(s) of the cost and voluntary nature of the services and/or activities. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

Voluntary services and/or activities not necessary for the student to receive a free appropriate public education shall not interfere with the student's receipt of special education and/or related services as specified in the student's IEP and ISA unless the LEA, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP, and PARENT agree otherwise in writing.

## **22. GENERAL PROGRAM OF INSTRUCTION**

All nonpublic school and nonpublic agency services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 *et seq.*, and shall ensure that facilities are adequate to provide LEA students with an environment, which meets all pertinent health and safety regulations.

When INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP is a nonpublic school, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP's general program of instruction shall: (a) utilize evidence-based practices and predictors and be consistent with LEA's standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with CDE's standards regarding the particular course of study and curriculum; (d) provide the services as specified in the student's IEP and ISA. Students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards ("CCSS") for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by a local education agency (LEA), that contracts with the nonpublic school: (b) college preparation courses; (c) extracurricular activities, such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling.

When INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP serves students in grades nine through twelve inclusive, LEA shall provide to INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP a specific list of the course requirements to be satisfied by INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP leading toward graduation or completion of LEA's diploma requirements. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall not award a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

When INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP is a nonpublic agency and/or related services provider, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP's general program of instruction and/or services shall utilize evidence-based practices and predictors and be consistent with LEA and CDE guidelines and certification, and provided as specified in the student's IEP and ISA. The nonpublic agency providing Behavior Intervention services shall develop a written plan that specifies the nature of their nonpublic agency service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA. School-based services may not be unilaterally converted by INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP that is a licensed children's institution, all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the parent or legal guardian to authorize emergency services as requested. Licensed Children's Institution (LCI) INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall provide to LEA a written description of the services and location provided prior to the effective date of this Master Contract. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP providing Behavior Intervention services must have a trained behaviorist or trained equivalent on staff. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

When INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP is a nonpublic agency, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall not provide transportation nor subcontract for transportation services for students unless the LEA and INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP agree otherwise in writing.

## **23. INSTRUCTIONAL MINUTES**

When INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP is a nonpublic school, the total number of instructional minutes per school day provided by INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall be at least equivalent to the number of instructional minutes per school day provided to students at like grade level attending LEA schools and shall be specified in the student's ISA developed in accordance with the student's IEP.

For students in grades kindergarten through 12 inclusive, unless otherwise specified in the student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch and pass time shall be at the same level that Ed. Code prescribes for the LEA.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to students attending LEA schools in like grade level unless otherwise specified in the student's IEP.

When INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP is a nonpublic agency and/or related services provider, the total number of minutes per school day provided by INCLUSIVE EDUCATION AND

COMMUNITY PARTNERSHIP shall be specified in the student's ISA developed in accordance with the student's IEP.

**24. CLASS SIZE**

When INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP is a nonpublic school, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students, unless INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP and LEA agree otherwise in writing. Upon prior written approval by an authorized LEA representative, class size may be temporarily increased by a ratio of 1 teacher to fourteen (14) students when necessary during the regular or extended school year to provide services to students with disabilities.

In the event a nonpublic school is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the California Department of Education Certification of that school, the nonpublic school shall develop a plan to assure appropriate coverage of students by first utilizing existing certificated staff. The nonpublic school and the LEA may agree to one 30 school day period per contract year where class size may be increased to assure coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both parties. This provision does not apply to a nonpublic agency.

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 et seq.

**25. CALENDARS**

When INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP is a nonpublic school, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall submit to the LEA/SELPA a school calendar with the total number of billable days not to exceed 180 days, plus extended school year billable days equivalent to the number of days determined by the LEA's extended school year calendar. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the students' IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services if such are recommended by his/her IEP Team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP Team convened by the LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and actually received services on a billable day of attendance in order for INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any nonpublic school service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP.

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall observe the same legal holidays as LEA. Those holidays are Labor Day, Veteran’s Day, Thanksgiving Day, Christmas Day, New Year’s Day, Martin Luther King, Jr. Day, President’s Day, Memorial Day and Independence Day. With the approval of LEA, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP may revise the date upon which INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP closes in observance of any of the holidays observed by the LEA.

When INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP is a nonpublic agency, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall be provided with a LEA-developed/approved calendar prior to the initiation of services. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP herein agrees to observe holidays as specified in the LEA-developed/approved calendar. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall provide services pursuant to the LEA-developed/approved calendar; or as specified in the LEA student’s IEP and ISA. Unless otherwise specified in the LEA student’s ISA, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall provide related services to LEA students on only those days that the LEA student’s school of attendance is in session and the LEA student attends school. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall bill only for services provided on billable days of attendance as indicated on the LEA calendar unless INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP and the LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any nonpublic agency service provided by INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP.

## **26. DATA REPORTING**

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall agree to provide to the LEA all data related to student information and billing information with LEA. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall agree to provide all data related to any and all sections of this contract and requested by and in the format required by the LEA. It is understood that all nonpublic school and agencies shall utilize the LEA approved electronic IEP system for all IEP development and progress reporting, unless otherwise agreed to by the LEA. Additional progress reporting may be required by the LEA. The LEA shall provide the INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP with appropriate software, user training and proper internet permissions to allow adequate access.

The LEA shall provide the INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP with approved forms and/or format for such data including, but not limited to, invoicing, attendance reports and progress reports. The LEA may approve use of INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP’s provided forms at their discretion.

## **27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT**

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP and LEA shall follow all LEA policies and procedures that support Least Restrictive Environment (“LRE”) options and/or dual enrollment options if available and appropriate, for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services, goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall assist the LEA in implementing the IEP team's recommended activities to support the transition.

## **28. STATEWIDE ACHIEVEMENT TESTING**

When INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP is a nonpublic school, per implementation of Senate Bill 484, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall administer all Statewide assessments within the California Assessment of Student Performance and Progress ("CAASPP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, , the English Language Proficiency Assessments for California ("ELPAC"), and as appropriate to the student, and mandated by LEA pursuant to LEA and state and federal guidelines.

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP by the LEA shall be tested by qualified staff of INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP in accordance with that accountability program. LEA shall provide test administration training to INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP'S qualified staff. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

## **29. MANDATED ATTENDANCE AT LEA MEETINGS**

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall attend District mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, and standardized testing and IEPs. LEA shall provide INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP with reasonable notice of mandated meetings. Attendance at such meetings does not constitute a billable service hour(s).

## **30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS**

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall comply with the requirements of Education Code section 49005, *et seq.*, 56521.1 and 56521.2. LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with the federal law and it's implementing regulations. If the Individualized Education Program ("IEP") team determines that a student's behavior impedes his or her learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. This could mean that instead of developing a Behavior Intervention Plan ("BIP"), the IEP team may conclude it is sufficient to address the student's behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.



INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall maintain a written policy pursuant to California Education Code section 56521.1 regarding emergency interventions and behavioral emergency reports. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall ensure that all of its staff members are trained annually in crisis intervention and emergency procedures as related to appropriate behavior management strategies. Training includes certification with an approved SELPA crisis intervention program. Evidence of such training to applicable or relevant staff shall be submitted to the LEA at the beginning of the school year and within six (6) days of any new hire as referenced above.

Pursuant to Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP, and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency.

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall complete a behavior emergency report when an emergency occurs that is defined as a serious, dangerous behavior that staff has determined to present a clear and present danger to others. It requires a non-violent physical intervention to protect the safety of student, self, or others and a physical intervention has been used; or a physical intervention has not been used, but an injury or serious property damage has occurred. Personal Safety Techniques may or may not have been used. Emergencies **require** a behavior emergency report form be completed and submitted to the LEA within twenty-four (24) hours for administrative action. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall notify Parent within twenty-four (24) hours via telephone. If the student's IEP does not contain a Behavior Intervention Plan ("BIP") or Positive Behavior Intervention Plan ("PBIP"), an IEP team shall schedule a meeting to review the behavior emergency report, determine if there is a necessity for a functional behavioral assessment, and to determine an interim plan. If the student already has a BIP, the IEP team shall review and modify the BIP if a new serious behavior has been exhibited or existing behavioral interventions have proven to be ineffective. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall schedule with LEA an IEP meeting within two (2) days.

Pursuant to Education Code section 56521.2, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following:

- (1) Any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock
- (2) An intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual.
- (3) An intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities.
- (4) An intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma.
- (5) Restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention.
- (6) Locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
- (7) An intervention that precludes adequate supervision of the individual.
- (8) An intervention that deprives the individual of one or more of his or her senses.

(b) In the case of a child whose behavior impedes the child's learning or that of others, the individualized education program team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations.

All restraint practices must be reviewed and revised when they have an adverse effect on a student and are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple uses by the same individual. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall notify the student's parent/guardian when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of a District student, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall complete a BER per the reporting and notification requirements listed above.

### **31. STUDENT DISCIPLINE**

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations.

When INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP seeks to remove a student from his/her current educational placement for disciplinary reasons, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall immediately submit a written discipline report to the LEA and a manifestation IEP team meeting shall be scheduled. Written discipline reports shall include, but not be limited to: the student's name; the time, date, and description of the misconduct; the disciplinary action taken by INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP; and the rationale for such disciplinary action. A copy of the student's behavior plan, if any, shall be submitted with the written discipline report. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10<sup>th</sup>) day of suspension. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall notify and invite LEA representatives to the IEP team meeting where the manifestation determination will be made.

### **32. IEP TEAM MEETINGS**

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP, including all state assessment results pursuant to the requirements of Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the nonpublic school; and (3) whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (California Education Code sections 56366 (a) (2) (B) (i) and (ii) and pursuant to California Education Code section 56345 (b) (4).)

If the LEA student is to be transferred from a NPS setting into a regular class setting in a public school for any part of the school day, the IEP team shall document, if appropriate, a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of his or her IEP team. Except as otherwise provided in the Master Contract, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP and LEA shall participate in all IEP team meetings regarding students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, the parent, the INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parent, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP and LEA. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting

is part of INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP's professional responsibility and is not a billable service under this Master Contract.

It is understood that the INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall utilize the approved electronic IEP system of the LEA for all IEP planning and progress reporting at the LEA's discretion. The SELPA shall provide training for any NPS and NPA to assure access to the approved system. The NPS and/or NPA shall maintain confidentiality of all IEP data on the approved system and shall protect the password requirements of the system. When a student dis-enrolls from the NPS, the NPS/NPA shall discontinue use of the approved system for that student.

Changes in any student's educational program, including instruction, services, or instructional setting provided under this Master Contract, may only be made on the basis of revisions to the student's IEP. In the event that the INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP believes the student requires a change of placement, the INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

### **33. SURROGATE PARENTS AND FOSTER YOUTH**

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall comply with LEA surrogate parent assignments. A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). The LEA shall annually notify the INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP who the LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a nonpublic school by the LEA any time after the completion of the pupil's second year of high school, the INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall schedule the pupil in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

### **34. DUE PROCESS PROCEEDINGS**

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP's program and/or the implementation of a particular student's IEP/Individual and Family Service Plan ("IFSP").

### **35. COMPLAINT PROCEDURES**

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 *et seq.*; (2) Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c); (4) Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a); and (5) Notice of Privacy Practices in compliance with Health

Insurance Portability and Accountability Act (“HIPAA”). INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall include verification of these procedures to the LEA.

### **36. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS**

Unless LEA requests in writing that progress reports be provided on a monthly basis, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall provide to parents at least four (4) written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS’s place of business and shall be submitted to the LEA and LEA student’s parent(s).

The INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre/post-tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior intervention plans. The LEA may request such data at any time within five (5) years of the date of service. The INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall provide this data supporting progress within five (5) business days of request. Additional time may be granted as needed by the LEA.

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall complete academic or other evaluations of the student ten (10) days prior to the student’s annual or triennial review IEP team meeting for the purpose of reporting the student’s present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days prior to the IEP meeting. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall maintain supporting documentation such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

The INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS is responsible for all evaluation costs regarding the updating of goals and objectives, progress reporting and development of present levels of performance. All assessments resulting from an assessment plan shall be provided by the LEA unless the LEA specifies in writing a request that INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS perform such additional assessment. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by the LEA at the LEA’s sole discretion.

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For Nonpublic Agency services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional’s license, certification, or credential.

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall not charge the student’s parent(s) or LEA for the provision of progress reports, report cards, evaluations conducted in order to obtain present levels of performance, interviews, and/or meetings. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil’s record and shall be made available to the LEA upon written request.

### **37. TRANSCRIPTS**

When INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS is a nonpublic school, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall prepare transcripts at the close of each semester, or upon student transfer, for students in grades nine (9) through twelve (12) inclusive, and submit them on LEA approved forms to the student's school of residence for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall submit to the LEA names of students and their schools of residence for whom transcripts have been submitted as specified by the LEA.

### **38. STUDENT CHANGE OF RESIDENCE**

Within five (5) school days after INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS becomes aware of a student's change of residence, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall notify LEA of the student's change of residence as specified in LEA Procedures. Upon enrollment, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall notify parents in writing of their obligation to notify INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS of the student's change of residence. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall maintain, and provide upon request by LEA, documentation of such notice to parents.

If INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS had knowledge or should reasonably have had knowledge of the student's change of residence boundaries and INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS fails to follow the procedures specified in this provision, LEA shall not be responsible for the costs of services delivered after the student's change of residence.

### **39. WITHDRAWAL OF STUDENT FROM PROGRAM**

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall immediately report electronically and in writing to the LEA within five (5) business days when an LEA student is withdrawn without prior notice from school and/or services, including student's change of residence to a residence outside of LEA service boundaries, and student's discharge against professional advice from a Nonpublic Schools/Residential Treatment Center ("NPS/RTC").

### **40. PARENT ACCESS**

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall provide for reasonable parental access to students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and student living quarters. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall comply with any known court orders regarding parental visits and access to LEA students.

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall require that parents obtain prior written authorization for therapeutic visits from the INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS and the LEA at least thirty (30) days in advance. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall facilitate all parent travel and accommodations and for providing travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through the LEA.

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS providing services in the student's home as specified in the IEP shall assure that at least one parent of the child, or an adult caregiver with written and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home based services, including

written and signed authorization in emergency situations. The parent shall inform the LEA of any changes of caregivers and provide written authorization for emergency situation. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider.

For services provided in a pupil's home as specified in the IEP, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS must assure that the parent or LEA approved responsible adult is present during the provision of services. All problems and/or concerns reported to parents, both verbal and written, shall also be provided to the LEA.

**41. LICENSED CHILDREN'S INSTITUTION ("LCI") INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP AND RESIDENTIAL TREATMENT CENTER ("RTC") INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP**

If INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS is a licensed children's institution (hereinafter referred to as "LCI"), INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code 56366 (a) (2) (C), 56366.9 (c) (1), Health and Safety Code section 1501.1(b), AB 1858 (2004), AB490 (Chapter 862, Statutes of 2003), AB 1261 (2005), AB 1166 Chapter 171 (2015), AB 167 Chapter 224 (2010), AB 216 Chapter 324 (2013), AB 379 Chapter 772 (2015), AB 1012 Chapter 703 (2015), and the procedures set forth in the LEA Procedures. An LCI shall not require that a pupil be placed in its nonpublic school as a condition of being placed in its residential facility.

If INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS is a nonpublic, nonsectarian school that is owned, operated by, or associated with a residential treatment center (hereinafter referred to as "NPS/RTC"), INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1412(a)(1)(A) and Education Code section 56000, et seq.; amended and reorganized by the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), 20 U.S.C. section 1401(29); Education Code section 56031; Cal. Code Regs., Title 5, section 3001 et seq., Cal. Code Regs., Title 2, section 60100 et seq. regarding the provision of counseling services, including residential care for students to receive a FAPE as set forth in the LEA student's IEPs.

If INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS is a nonpublic, nonsectarian school that is owned, operated by, or associated with a LCI, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall provide to LEA, on a quarterly basis, a list of all students, including those identified as eligible for special education. For those identified special education students, the list shall include: 1) special education eligibility at the time of enrollment and; 2) the educational placement and services specified in each student's IEP at the time of enrollment.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and parent, LEA is not responsible for the costs associated with nonpublic school placement until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement is appropriate, and the IEP is signed by the student's parent or another adult with educational decision-making rights.

In addition to meeting the certification requirements of the State of California, a INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated

instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

#### **42. STATE MEAL MANDATE**

When INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS is a nonpublic school, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS and LEA shall satisfy the State Meal Mandate under California Education Code sections 49530, 49530.5 and 49550.

#### **43. MONITORING**

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall allow LEA representatives access to its facilities for periodic monitoring of each student's instructional program and shall be invited to participate in the formal review of each student's progress. LEA shall have access to observe each student at work, observe the instructional setting, interview INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS, and review each student's records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP's site administrative office. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall be invited to participate in the review of each student's progress.

If INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS is also an LCI and/or NPS/RTC, the CDE shall annually evaluate whether INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

The State Superintendent of Public Instruction ("Superintendent") shall monitor INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS'S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall participate in any LEA and CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j). This review will address programmatic aspects of the nonpublic school, compliance with relevant state and federal regulations, and Master Contract compliance. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall conduct any follow-up or corrective action procedures related to review findings.

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS is a nonpublic school, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card as appropriate in accordance with California Education Code Section 33126.

### **PERSONNEL**

#### **44. CLEARANCE REQUIREMENTS**

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall comply with the requirements of California Education Code sections 44237, 35021.1 and 35021.2 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS's employees and volunteers who will have or likely may have any direct contact with LEA students. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS hereby agrees that INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS's employees and volunteers shall not come in contact with students until CDOJ and FBI clearance are ascertained. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall certify in writing to LEA that none of its employees, and volunteers, unless INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS determines that the volunteers will have no direct contact with students, or sub Inclusive Education and Community Partnership who may come into contact with students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or (j). Clearance certification shall be submitted to the LEA.

The passage of AB 389 amends Education Code sections 44237 and 56366.1 as to the verification that the INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS has received a successful criminal background check clearance and has enrolled in subsequent arrest notification service, as specified, for each owner, operator, and employee of the nonpublic, nonsectarian school or agency. Further this bill deletes the exemption for applicants possessing a valid California state teaching credential or who are currently licensed by another state agency that requires a criminal record summary, from submitting two (2) sets of fingerprints for the purpose of obtaining a criminal record summary from the Department of Justice and the Federal Bureau of Investigation. Notwithstanding the restrictions on sharing and destroying criminal background check information, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS, upon demand, shall make available to the LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the nonpublic, nonsectarian school or agency. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service, as required by California Penal Code section 11105.2, for all staff shall be provided to the LEA upon request.

#### **45. STAFF QUALIFICATIONS**

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall ensure that all individuals employed, contracted, and/or otherwise hired by INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(y), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession, and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall ensure that all staff are appropriately credentialed to provide instruction and services to students with the disabling conditions placed in their program/school through documentation provided to the CDE (5 CCR 3064 (a)).



When INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS is a nonpublic school, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development.

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to federal requirements and California Education Code sections 45340 *et seq.* and 45350 *et seq.* Specifically, all paraprofessionals, including but not limited to, instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS that operates a program outside of this state and serving a student by this LEA shall be certified or licensed by that state to provide special education and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 *et seq.*).

#### **46. CALSTRS RETIREMENT REPORTING**

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall identify to the LEA any employee (or the INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS, if the INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS is an individual) expected to perform services under this Agreement who is then-receiving CalSTRS benefits, and who may perform creditable service for the LEA as defined in Education Code 22119.5. Identification to the LEA shall include the individual's full legal name and STRS and social security identification numbers. Before any services by the individual are provided, the INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall provide to the LEA a signed written confirmation from the individual that he/she is aware of the separation-from-service requirement and earnings limitations imposed by Education Code Sections 22714, 24114, 24116, 24214, 24214.5, and 24215. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall thereafter provide on a monthly basis to the LEA the actual amounts paid to the individual for services rendered under this Agreement, with the LEA responsible for reporting the individual's earnings to CalSTRS as required by law or regulation.

#### **47. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS**

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall provide the LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved sub Inclusive

Education and Community Partnership and/or volunteers prior to such individuals starting to work with any student.

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall notify LEA and CDE in writing within forty-five (45) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall notify LEA within forty-five (45) days if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. The LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period which such person is providing services under this Master Contract. Failure to notify the LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

#### **48. STAFF ABSENCE**

When INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS is a nonpublic agency and/or related services provider, and INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS's service provider is absent, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS's service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for their student. LEA will not pay for services unless a qualified substitute is provided and/or INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS and authorized LEA representative.

#### **49. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME**

It is understood that all employees, sub Inclusive Education and Community Partnership, and volunteers of any certified nonpublic school or agency shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS.

For services provided on a public school campus, sign in/out procedures shall be followed by nonpublic school or agency providers working in a public school classroom along with all other procedures for being on campus consistent with school and district policy. Such policies and procedures shall be made available to the INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS upon request. It is understood that the public school credentialed classroom teacher is responsible for the instructional program.

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS providing services outside of the student's school as specified in the IEP shall ensure that at least one parent of the child or an adult caregiver with written and signed authority to make decisions in an emergency is present during provision of services. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of

any home-based services, including written and signed authorization in emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider. All problems and/or concerns reported by INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS to parents or guardians, in either verbal or written form, shall be reported to the LEA.

## **HEALTH AND SAFETY MANDATES**

### **50. HEALTH AND SAFETY**

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall comply with the requirements of California Education Code sections 35021 *et. seq.*, 49406, and Health and Safety Code Section 3454(a) regarding the examination of INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP's employees and volunteers for tuberculosis. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall provide to LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS of such compliance before an individual comes in contact with a student.

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall comply with OSHA Blood-Borne Pathogens Standards, 29 code of Federal Regulations (CFR) section 1910.1030, when providing medical treatment or assistance to a student. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

### **51. FACILITIES AND FACILITIES MODIFICATIONS**

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall provide special education and/or related services to students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to: disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS is a nonpublic school, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall conduct fire drills as required by Title 5 California Code of Regulations section 550. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall be responsible for any structural changes and/or modifications to INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS's facilities as required complying with applicable federal, state, and local laws, regulations, and ordinances. Failure to notify the LEA and CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

### **52. ADMINISTRATION OF MEDICATION**

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall comply with the requirements of California Education Code section 49423 when INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS serves a student that is required to take prescription and/or over-the-counter medication during the school day. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS may designate personnel to assist the student with the administration of such medication after the student's parent(s) provides to INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the student's parent(s) granting INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS permission to administer medication(s) as specified in the physician's statement. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall maintain, and provide to LEA upon request, copies of such written statements. INCLUSIVE EDUCATION AND COMMUNITY

PARTNERSHIPS shall maintain a written log for each student to whom medication is administered. Such written log shall specify the student's name; the type of medication; the date, time, and amount of each administration; and the name of INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS's employee who administered the medication. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS maintains full responsibility for assuring appropriate staff training in the administration of such medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

### **53. INCIDENT/ACCIDENT REPORTING**

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall submit within 24 hours, electronically, any accident or incident report to the LEA. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall properly submit required accident or incident reports pursuant to the procedures specified in LEA Procedures.

### **54. CHILD ABUSE REPORTING**

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 et seq. and Education Code 44691. To protect the privacy rights of all parties involved (i.e. reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA.

### **55. SEXUAL HARASSMENT**

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS's policy, as well as federal and state law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to Government Code 12950.1.

### **56. REPORTING OF MISSING CHILDREN**

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA. The written statement shall be submitted as specified by the LEA.

## **FINANCIAL**

### **57. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES**

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall assure that the school or agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student.

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall comply with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing including requirements of electronic billing as specified by the LEA Procedures. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall be paid for the provision of special education and/or related services specified in the student's IEP and ISA. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and governed by all applicable federal and state laws.

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this contract and for a period of five (5) years thereafter. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on an LEA form with signatures in the manner prescribed by LEA in the LEA Procedures. At a minimum, each invoice must contain the following information: month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA; name of staff who provided the service; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of NPS/NPA administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and name or initials of each student for when the service was provided.

In the event services were not provided, rationale for why the services were not provided shall be included. Such an invoice is subject to all conditions of this contract. At the discretion of the LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS based on the number of billable days of attendance and hours of service at rates specified in this contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5 and the LEA. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31<sup>st</sup> after the close of the fiscal year. In no case shall any rebilling for the Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by the LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but

no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of the LEA, then no limit is set provided that the LEA and INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

#### **58. RIGHT TO WITHHOLD PAYMENT**

LEA may withhold payment to INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS when: (a) INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS has failed to perform, in whole or in part, under the terms of this contract; (b) INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS has failed to provide supporting documentation with an invoice, as required by EC 56366(c)(2); (e) education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received prior to school closure or contract termination, all documents concerning one or more students enrolled in INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS's educational program; (g) INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS fails to confirm a student's change of residence to another district or confirms the change of residence to another district, but fails to notify LEA within five (5) days of such confirmation; or (h) INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS receives payment from Medi-Cal or from any other agency or funding source for a service provided to a student. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by the LEA until completion of a review or audit, if deemed necessary by the LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS determined to have been paid in error or in anticipation of correction of documentation deficiencies by the INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS that remain uncorrected.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS failed to perform; (b) the amount of overpayment; (c) the entire amount of the invoice for which satisfactory documentation has not been provided by INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable pupil for the time period from the date the violation occurred and until the violation is cured; or (f) the amount paid to INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS by Medi-Cal or another agency or funding source for the service provided to the student.

If LEA determines that cause exists to withhold payment to INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS, LEA shall, within ten (10) business days of this determination, provide to INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies. Upon receipt of INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS's written request

showing good cause, LEA shall extend INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS believes that payment should not be withheld, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS's notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS's notice, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS may invoke the following escalation policy.

After forty-five (45) business days: The INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS may notify the Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS in writing within fifteen (15) business days.

After sixty (60) business days: Disagreements between the LEA and INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS concerning the Master Contract may be appealed to the County Superintendent of Schools or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code Section 56366(c) (2).

## **59. PAYMENT FROM OUTSIDE AGENCIES**

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to students. Upon request, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to students.

## **60. PAYMENT FOR ABSENCES**

### NONPUBLIC SCHOOL STAFF ABSENCE

Whenever a classroom teacher employed by INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP is absent, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall provide to LEA documentation of substitute coverage pursuant to the LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute. LEA will not pay for services unless a qualified substitute is provided and/or INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in student's IEP.

### NONPUBLIC SCHOOL STUDENT ABSENCE

If INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP is a nonpublic school, no later than the tenth (10<sup>th</sup>) cumulative day of a student's unexcused absence, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall notify the LEA of such absence as specified in the LEA Procedures.

Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. *Per Diem* rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on which a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law, nor shall student be eligible for make-up services.

#### NONPUBLIC AGENCY STAFF ABSENCE

When INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP is a nonpublic agency and INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP's service provider is absent, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP's service providers. LEA shall not pay for services unless a qualified substitute is provided and/or INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

#### NONPUBLIC AGENCY STUDENT ABSENCE

If INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP is a nonpublic agency, it shall notify LEA of the absence of a student no later than the fifth (5<sup>th</sup>) consecutive service day of the student's absence, as specified in the LEA Procedures. LEA shall not be responsible for the payment of services when a student is absent.

### **61. LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY**

The following shall apply in the event of a LEA or NPS school closure due to an emergency consistent with guidelines followed by LEAs under Education Code Section 41422:

- a. If INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP remains open during an emergency and serves students appropriately as delineated in the ISA, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall receive payment, regardless of whether a sending LEA is open or closed.
- b. NPS School Closure- If the LEA is able to obtain alternative placement for the student, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall not receive payment for days the student is not in attendance due to school closure. If the LEA is unable to obtain an alternative placement, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall receive payment consistent with the signed ISA, as though the student were continuing in their regular attendance, until alternative placement can be found.



- c. LEA and NPS School Closure- On days the LEA is funded, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall receive payment consistent with the signed ISA, until alternative placement can be found. If the LEA is able to obtain alternative placement for the student, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall not receive payment for days the student is not in attendance due to school closure.

When the emergency school closure is lifted, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall notify the LEAs it serves of any lost instructional minutes. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP and LEAs shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend IEP and ISA paperwork as appropriate.

## **62. INSPECTION AND AUDIT**

The INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall maintain and the LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall provide access to LEA to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and roll books of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, , dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state nonpublic school and/or agency certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and canceled checks or facsimile thereof. Such access shall include unannounced inspections by LEA. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall make available to LEA all budgetary information including operating budgets submitted by INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP to LEA for the relevant contract period being audited.

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall make all records available at the office of LEA or INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP's offices (to be specified by LEA) at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP's offices for purposes of interviewing INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall obtain from its sub Inclusive Education and Community Partnership and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP owes LEA monies as a result of INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP's over billing or failure to perform,

in whole or in part, any of its obligations under this Master Contract, LEA shall provide to INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP written notice demanding payment from INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP and specifying the basis or bases for such demand. Unless INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP and LEA otherwise agree in writing, INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS shall pay to LEA the full amount owed as a result of INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP's over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

### **63. RATE SCHEDULE**

The attached rate schedule (Exhibit A) limits the number of students that may be enrolled and maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as noted in California Education Code Section 46200-46208.

Special education and/or related services offered by INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A.

### **64. DEBARMENT CERTIFICATION**

By signing this agreement, the INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP certifies that:

- (a) The INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and
- (b) Have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on the 8th day of January, 2021 and terminates at 5:00 P.M. on June 10, 2021, unless sooner terminated as provided herein.

INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP

LEA

Inclusive Education and Community Partnership  
Nonpublic School/Agency

Magnolia Science Academy – 6  
LEA Name

By: \_\_\_\_\_  
Signature Date

By: alfredo Rubalcava 1/12/2021  
Signature Date

Dennis Carter, Director  
Name and Title of Authorized Representative

Alfredo Rubalcava, CEO  
Name and Title of Authorized Representative

Notices to INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP shall be addressed to: Rick Clemens, Director/ <u>Dennis Carter Director</u>	Notices to LEA shall be addressed to: John Terzi, Principal
Name and Title Inclusive Education and Community Partnership	Name and Title Magnolia Science Academy, 6
Nonpublic School/Agency/Related Service Provider	LEA
2323 Roosevelt Blvd., Suite #3	3754 Dunn Drive
Address Oxnard, CA 93035	Address Los Angeles, CA 90034
City State Zip 805-985-4808	City State Zip 310-570-8616
Phone Fax rickclemens@aol.com/ <u>Dennisec@iecp.us</u>	Phone Fax jterzi@magnoliapublicschools.org
Email	Email

Additional LEA Notification  
(Required if completed)  
Lesia Nwankwo (AP for invoices)

Name and Title 250 E. First St. 15 <sup>th</sup> floor
Address Los Angeles CA 90012
City State Zip 213-628-3634 Ext.117
Phone Fax lnwankwo@magnoliapublicschools.org

\_\_\_\_\_  
 Email  
 \_\_\_\_\_

**EXHIBIT A: 2020-2021 RATES**

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP: \_\_\_\_\_

The INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIPS CDS NUMBER: \_\_\_\_\_

PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO: 1:1

Maximum Contract Amount: \$28,215.00

Education service(s) offered by the INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP and the charges for such service(s) during the term of this contract shall be as follows:

- 1) Daily Basic Education Rate: \_\_\_\_\_
- 2) Inclusive Education Program  
 (Includes Educational Counseling (not ed related mental health) services, Speech & Language services, Behavior Intervention Planning, and Occupational Therapy as specified on the student’s IEP.)  
 DAILY RATE: \_\_\_\_\_
- 3) Related Services

Service	Rate	Period
Intensive Individual Services (340)	_____	_____
Language and Speech (415)	_____	_____
Adapted Physical Education (425)	_____	_____
Health and Nursing: Specialized Physical Health Care (435)	_____	_____
Health and Nursing: Other Services (436)	_____	_____
Assistive Technology Services (445)	_____	_____
Occupational Therapy (450)	_____	_____
Physical Therapy (460)	_____	_____
Individual Counseling (510)	_____	_____
Counseling and Guidance (515)	_____	_____
Parent Counseling (520)	_____	_____

Social Work Services (525)	_____	_____
Psychological Services (530)	_____	_____
Behavior Intervention Services (535)	_____	_____
Specialized Services for Low Incidence Disabilities (610)	_____	_____
Specialized Deaf and Hard of Hearing (710)	_____	_____
Interpreter Services (715)	_____	_____
Audiological Services (720)	_____	_____
Specialized Vision Services (725)	_____	_____
Orientation and Mobility (730)	_____	_____
Specialized Orthopedic Services (740)	_____	_____
Reader Services (745)	_____	_____
Transcription Services (755)	_____	_____
Recreation Services, Including Therapeutic (760)	_____	_____
College Awareness (820)	_____	_____
Work Experience Education (850)	_____	_____
Job Coaching (855)	_____	_____
Mentoring (860)	_____	_____
Travel Training (870)	_____	_____
Other Transition Services (890)	_____	_____
Other (900)    Beh. Intervention Instruction	<u>55.00</u>	<u>97 days X 5.0 hours</u>
Other (900) <u>Behavior Intervention Development</u>	<u>55.00</u>	<u>4 hours monthly 7 months</u>



SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Language/Speech Therapy (415) a. Individual b. Group							
Adapted Physical Ed. (425)							
Health and Nursing: Specialized Physical Health Care (435)							
Health and Nursing Services: Other (436)							
Assistive Technology Services (445)							
Occupational Therapy (450)							
Physical Therapy (460)							
Individual Counseling (510)							
Counseling and guidance (515).							
Parent Counseling (520)							
Social Work Services (525)							
Psychological Services (530)							
Behavior Intervention Services (535)	NPA		NPA	5 Hours Daily	\$55	97X5	26,675
Specialized Services for Low Incidence Disabilities (610)							
Specialized Deaf and Hard of Hearing Services (710)							
Interpreter Services (715)							
Audiological Services (720)							
Specialized Vision Services (725)							
Orientation and Mobility (730)							
Braille Transcription (735)							
Specialized Orthopedic Service (740)							
Reader Services (745)							
Note Taking Services (750)							
Transcription Services (755)							
Recreation Services (760)							
College Awareness Preparation (820)							

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Vocational Assessment, Counseling, Guidance and Career Assessment (830)							
Career Awareness (840)							
Work Experience Education (850)							
Mentoring (860)							
Agency Linkages (865)							
Travel Training (870)							
Other Transition Services (890)							
Other (900) Supervision			NPA	4 Hrs Month	\$55	28	1540
Other (900)							
Transportation-Emergency b. Transportation-Parent							
Bus Passes							
Other							

ESTIMATED MAXIMUM RELATED SERVICES COSTS \$ \$28,215

**TOTAL ESTIMATED MAXIMUM BASIC EDUCATION AND RELATED SERVICES COSTS** \$ \_\_\_\_\_

- 4. Other Provisions/Attachments: \_\_\_\_\_
- 5. MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON \_\_\_\_\_
- 6. Progress Reporting Requirements: \_\_\_\_\_ Quarterly \_\_\_\_\_ Monthly \_\_\_\_\_ Other (Specify) \_\_\_\_\_

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-INCLUSIVE EDUCATION AND COMMUNITY PARTNERSHIP-

-LEA/SELPA-

Inclusive Education  
(Name of Nonpublic School/Agency)

Magnolia Science Academy-6  
(Name of LEA/SELPA)

\_\_\_\_\_  
(Signature) (Date)

Alfredo Rubalcava 1/12/2021  
(Signature) (Date)

Dennis Carter Director Business  
(Name and Title)

Alfredo Rubalcava CEO and Superintendent of MPS  
(Name of Superintendent or Authorized Designee)





To: Magnolia Public Schools  
From: Patrick Ontiveros, MPS General Counsel  
Date: 1/21/2021

RE: Non-Public Agency Approval for BII Support

Magnolia Public Schools (MPS) Chief Executive Officer and MPS General Counsel acknowledge that they have read and reviewed the contract/memorandum pertaining to the above matter.

A handwritten signature in black ink that reads "Patrick Ontiveros".

Patrick Ontiveros  
MPS General Counsel

1/21/2021

Date

A handwritten signature in black ink that reads "Alfredo Rubalcava".

Alfredo Rubalcava  
MPS CEO & Superintendent

1/21/2021

Date

# Cover Sheet

## Approval of 2020-2021 Employee Handbook

<b>Section:</b>	III. Action Items
<b>Item:</b>	E. Approval of 2020-2021 Employee Handbook
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Action Item E.pdf



Board Agenda Item #	III E: Action Item
Date:	January 21, 2021
To:	MPS Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Derya Hajmeirza, Director of Human Resources
RE:	Revisions to the Employee Handbook

### Recommended Board Decision

Recommend Board approval of revisions to the Employee Handbook based on new changes in law.

### Background

California adopted new laws expanding the right of employees to take leave under the California Family Rights Act (“CFRA”) effective January 1, 2021. The current version of the Employee Handbook states the CFRA eligibility requirements under the prior law. The proposed revisions state the new legal standards.

The new legal standards include:

1. Lower thresholds for leave eligibility. The requirement that employees must work at a worksite with 50 or more employees within a 75-mile radius to be eligible for leave is lowered to 5 or more employees within a 75-mile radius.
2. Greater baby bonding leave rights. The new language allows each parent a full 12 weeks of unpaid leave for baby bonding while prior law stated that leave was shared/divided between the parents when both parents are employed by the same employer.
3. Restrictions on denying leave. The new language eliminates the option of the employer to deny leave to “key employees” or refuse to reinstate them when their absence is a hardship.

### Budget Implications

The budget is not significantly impacted as employees of MPS were generally already eligible for leave.

### Exhibits (attachments):

- Employee Handbook 2020-2021-changes with red line
- Employee Handbook 2020-2021-changes without red line

Magnolia Public Schools

# Employee Handbook 2020-2021

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

[www.magnoliapublicschools.org](http://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 or the CEO designee, 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 review this Handbook carefully and acknowledge your receipt and understanding of it in Human Capital Management System.**

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## Magnolia Public Schools

### **The Vision**

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

### **The Mission**

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

### **Core Values**

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

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

### **Locations**

<i>Magnolia Science Academy-1</i>	<i>18238 Sherman Way, Reseda, CA 91335</i>	<i>(818) 609-0507</i>
<i>Magnolia Science Academy-2</i>	<i>17125 Victory Blvd., Van Nuys, CA 91406</i>	<i>(818) 758-0300</i>
<i>Magnolia Science Academy-3</i>	<i>1254 East Helmick St., Carson, CA 90746</i>	<i>(310) 637-3806</i>
<i>Magnolia Science Academy-4</i>	<i>11330 W Graham Place, Los Angeles, CA 90064</i>	<i>(310) 473-2464</i>
<i>Magnolia Science Academy-5</i>	<i>18230 Kittridge St., Reseda, CA 91335</i>	<i>(818) 705-5676</i>
<i>Magnolia Science Academy-6</i>	<i>3754 Dunn Dr., Los Angeles, CA 90034</i>	<i>(310) 842-8555</i>
<i>Magnolia Science Academy-7</i>	<i>18355 Roscoe Blvd., Northridge, CA 91325</i>	<i>(818) 221-5328</i>
<i>Magnolia Science Academy-8 (Bell)</i>	<i>6411 Orchard Ave, Bell, CA 90201</i>	<i>(323) 826-3925</i>
<i>Magnolia Science Academy-San Diego</i>	<i>6525 Estrella Ave., San Diego, CA 92120</i>	<i>(619) 644-1300</i>
<i>Magnolia Science Academy-Santa Ana</i>	<i>2840 W 1<sup>st</sup> St., Santa Ana, CA 92703</i>	<i>(714) 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 employees have any questions about the policies outlined in this Handbook, or if they have any other personnel related questions, whether related to policies specifically addressed in this Handbook or not, please consult the **MPS Home Office ("MERF") Human Resources Department**.

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.

After reviewing 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 the employee has read, understood and agrees 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 (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- 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 or law enforcement.

MPS will provide annual training on the mandated reporting requirements, using the online training module provided by MPS, 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.

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 employment.

By acknowledging receipt of this Handbook, the 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 charged or convicted of any offense, the employee must immediately report the charge or 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. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the School.

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. Employees may ask their 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 the employee has any questions or needs more information on immigration compliance issues, they should 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):

- Restraining 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 the employee is unsure if certain conduct is acceptable, is to ask, "Would I be engaged in this conduct if my family or colleagues, including someone from my HR Department, 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.

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 the employee and the student;
- Stopping and correcting students if they cross the employees' 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 when in a difficult situation related to boundaries;
- Involving a supervisor if a conflict arises with a student;
- Informing the Superintendent 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 the employee will be alone with any type of special needs student;
- Asking another staff member to be present if the employee 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 professional conduct a high priority.



### **Certification and Licensure of Instructional Staff**

All teachers are required to hold a current California teaching credential, 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 for all instructional staff, including teachers and paraprofessionals to provide any necessary licensure to a **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 possess 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 (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); 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, 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.

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; and/or (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 employees will receive two (2) hours of sexual harassment prevention training within six (6) weeks of hire. Additionally, all returning employees will receive sexual harassment prevention training within six (6) weeks of the new school year. 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 prevention training 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, stakeholder 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 employees 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 personnel information and information relating to students, including personal information, 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.

Employees at the worksite and teleworking must ensure confidential information is maintained in a secure location restricted from access by unauthorized third-parties.

#### **Conflict of Interest**

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations which 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.

**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 avoid 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 actual or perceived 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.

**No 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. Any act or threat of violence must be immediately reported 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. Additionally, the School has adopted a reopening plan to address the safe reopening and operating of MPS schools following the school closure due to COVID-19. Employees must carefully review and comply with the reopening plan for which they will receive training and further instruction during Professional Development training and as needed.

Employees are required to know and comply with the School's general safety rules and to follow safe and healthy work practices at all times. Any potential health or safety hazards and all injuries or accidents must be immediately reported to a supervisor. 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. Employees are encouraged to be aware of their surroundings and be on the lookout at all times for any unusual circumstances, such as 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 desks and offices 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 employee and 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, the employee should request assistance from a supervisor. Unsafe conditions must be reported immediately.

Employees shall be observant of any workplace conditions that may be a cause or contributor to the spread of illness caused by virus and disease, including unclean surfaces, personal illness or the possible illness of others, or work conditions that may seem unsanitary or in violation of any active public health or government order.

To maintain occupational safety, the School may adopt and enforce any government or agency approved measures for evaluating and enforcing employee health and wellness, including health screenings, assessments, or checks.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. MPS's 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, injury, or possible cause of COVID-19 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. 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 or employee permission. School property includes all desks, electronic devices, 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 School property to any person, including those who refuse 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 if it 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. **Employees are required to promptly respond to work emails and communications. Exempt employees must respond within 1 day, and nonexempt employees must respond within 1 business day.**

Additionally, the School uses technology protection measures that protect against internet access (by both minors and adults) to visual depictions that are obscene, pornographic, and/or harmful to minors. These measures may include, but are not limited to, using a spam filter, 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 to the School.

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 **the I.T. Coordinator** with 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 content or images that are obscene, pornographic, and/or 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 with little or no



educational value 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.

### **Telework Policy**

#### Purpose

MPS recognizes approved teleworking as a necessary work arrangement while Magnolia school campuses and the home office are closed during the ongoing coronavirus ("COVID-19") pandemic. This policy details conditions and requirements which apply to all temporary telework assignments during Magnolia school closures due to COVID-19.

#### Definition

Teleworking allows employees to work at home or in an approved remote location for all or part of their regular workweek. Teleworking is not an entitlement, nor is it a Magnolia-wide benefit. This temporary arrangement in no way alters or changes the terms and conditions of employment with Magnolia, and the promulgation of this Policy creates no employee rights in relation to teleworking. Furthermore, Magnolia has the right to refuse to make telework available to an employee and to terminate a telework assignment without cause at any time in its sole and unreviewable discretion.

#### General Requirements

Except for employees who are otherwise notified, all Magnolia employees are expected to continue performing their work duties via teleworking. Employees shall make arrangements with their supervisor and co-workers to address on-site job demands that arise, including returning to the work site to perform certain job duties as needed or as directed by their supervisor. Employees shall be responsible for following all Magnolia policies and procedures when teleworking, including all of the foregoing set forth in Magnolia's most recent Employee Handbook. Employees shall also be solely responsible for the performance of their telework duties; assistance from third parties is strictly prohibited.

Nonexempt employees will be required to (1) record all hours worked as assigned by Magnolia and (2) take and document applicable meal/rest periods. Nonexempt employees must also receive prior written approval from a supervisor prior to working additional hours or overtime. Failure to comply with timekeeping and work hours requirements may result in disciplinary action, up to and including termination from employment.

#### Eligibility Considerations

Consideration will be given to employees who work in positions adaptable for telework assignments, particularly those who have demonstrated work habits and performance well-suited to successful teleworking. In the sole discretion of Magnolia and its management, the following eligibility factors will be considered:

- The employee has a position where effective communication can be accommodated electronically;
- The employee's telework assignment will not be detrimental to the productivity or work quality of other employees or the effective operation of Magnolia;

- The employee must be able to perform work from home or an approved remote location without distractions or unnecessary risk to the security of Magnolia data, records, networks, or confidentiality generally;
- The employee's equipment and software must meet Magnolia's guidelines/standards, and the employee's needs for Information Technology ("IT") support must be minimal;
- Telework sites must be in California;
- The employee must be effective at working independently for extended periods of time;
- The employee has demonstrated or can demonstrate effective time-management skills by completing tasks efficiently and within any required deadlines;
- The employee must maintain connections with work groups or teams from their remote work location; and
- The employee has no recent or pending corrective or disciplinary actions.

#### Supervisor Responsibilities

Supervisors managing employees who have been permitted to telework must effectively:

- Implement the telework policy/guidelines;
- Conduct remote supervision;
- Understand the technology and tools necessary for successful remote supervision; and
- Establish communication protocols with telework employees, including making continued efforts to involve teleworking employees in office/department events, meetings, messages, etc., as applicable, to preserve teamwork.

Supervisors will assess each employee's progress on a telework assignment periodically to ensure the employee's compliance with telework requirements, and address any work-related issues, including completing evaluations and other performance management as appropriate.

#### Communication And Accessibility

Employees and supervisors must determine how communication between the teleworking employee, the worksite, and/or other employees also teleworking will be handled. Employees shall keep their supervisor and as needed, their co-workers or other Magnolia stakeholders (e.g., students and/or parents), informed of their availability so these individuals know how and when to reach the employee during the employee's telework assignment. Employees must be accessible by phone and email at all times to their supervisor, co-workers, Magnolia stakeholders, and Magnolia generally during assigned work hours. Employees must notify their supervisors if they leave their telework site during agreed upon hours, aside from applicable meal and rest periods. Employees must post their telework schedule on their calendar, including applicable meal and rest periods. Employees must also remain flexible in their scheduling, and shall be available to attend staff meetings and other meetings as required by their supervisor.

#### Safety

The telework space is considered an extension of Magnolia's worksite. Employees will have the same responsibility for safe practices, accident prevention, and accident/injury reporting as in the regular worksite. In case of injury, accident, theft, loss, or tort liability related to telework, the employee must immediately report the event to their supervisor and allow Magnolia or its authorized agent to investigate and/or inspect the telework site as needed.

Employees are responsible for establishing and maintaining a designated, adequate workspace at their telework location. When the telework location is the employee's home, the employee is responsible for ensuring the location is safe (free from hazards and other dangers to the employee or equipment), clean, professional, and free of distractions (e.g., children, pets, electronic devices, etc.).

#### Supplies, Equipment, And Furniture

Magnolia will determine, with information supplied by the employee and the supervisor, the appropriate equipment needs (including hardware, software, modems, phone and data lines, facsimile equipment or software, and photocopiers) for each telework assignment on a case-by-case basis. Magnolia will not provide office furniture for the workspace at home and the employee's home work-site must be minimally equipped to serve as a remote workspace.

Laptop devices and internet hotspots will be supplied and maintained by the Magnolia, subject to availability. Any equipment provided by Magnolia to the employee shall remain the property of Magnolia. Equipment supplied by Magnolia is to be used for work purposes only. Employees must sign an inventory of all Magnolia property and agree to protect the items from damage or theft. Employees shall not be entitled to reimbursement for their use of Magnolia property. Employees shall be held liable to Magnolia whenever their wrongful or negligent act or omission causes loss, theft, disappearance, damage to, or destruction of Magnolia property. Upon cessation of a telework assignment, all Magnolia property must be returned to Magnolia.

All other necessary technology shall be supplied by the employee as approved by Magnolia. All technology supplied by the employee shall be maintained by the employee. Magnolia accepts no responsibility for damage or repairs to employee-owned equipment. Employees who supply personal technology for a Magnolia-related use shall be eligible for a reimbursement pursuant to the "Reimbursement" section below. Any employee who proposes to supply their own personal technology for Magnolia related work shall notify their supervisor of the same and provide an inventory of such personal technology.

#### Reimbursement

Magnolia shall reimburse employees for actual and necessary expenses incurred by the employee for purposes of carrying out Magnolia business when such expenses are expressly authorized and preapproved by Magnolia. Such reimbursement shall be calculated as follows:

Magnolia shall reimburse an employee's costs for internet based upon a reasonable percentage of work-related use, up to \$15 per month. Additionally, Magnolia will reimburse an employee's cell phone bill based upon a reasonable percentage of work-related use, up to \$10 per month. Phone expenses are limited to the *employee's share* of the plan, taxes, and access fees. For example, an employee on a "family plan" may receive reimbursement only for the cost of their phone line.

Employees who believe their expenses exceed the reimbursement amounts described above shall be required to submit copies of their expenses, such as the internet and/or cell phone bill at issue, for review. Such bills may be redacted as needed to remove any private/confidential information.

#### Information Security And Confidentiality

Employees must never provide any third parties access to Magnolia network or share network access passwords, and must comply with all policies and procedures related to information security and network access, including policies and procedures contained in the Magnolia Employee Handbook.

Consistent with Magnolia's expectations of information security for employees working at the office, teleworking employees must ensure that their telework location is secure and communications provided or sensitive work performed from the telework location remain confidential, away from the presence of family members or guests. Any Magnolia materials taken home, such as confidential personnel or pupil records, must be kept in a secure space within the telework location and shall not be made accessible to any third parties, including the employee's family members or guests. Steps which employees may take to increase security of Magnolia materials/information include use of locked file cabinets and desks, regular password maintenance, shielding computer monitors, and any other actions appropriate for the position and the telework location.

#### Performance Standards

Employees must maintain the same or an improved level of productivity and work quality while teleworking. If productivity and/or work quality begin to decline, the telework assignment will be reevaluated to determine if changes can be made or termination of the telework assignment is warranted. Telework allows a high amount of flexibility for an employee to complete their work in a timely and proper manner, and it is expected that employees will not abuse this opportunity by allowing their productivity or work quality to decline.

#### Professional Boundaries

Employees must maintain appropriate levels of professionalism when interacting remotely with students and/or student's family members, including as detailed in the "Professional Boundaries: Staff/Student Interaction" policy. Employees who fail to demonstrate acceptable professional boundaries during a telework assignment may be subject to disciplinary action, up to and including termination from employment.

#### Evaluation & Duration

Evaluation of employee performance during the teleworking assignment may include daily interaction by video, phone and/or email between the employee and the supervisor, and weekly face-to-face and/or video meetings whenever possible to discuss work progress and problems, as needed.

Magnolia may modify or terminate telework assignments at any time, with or without cause or advance notice. Although not required, Magnolia shall endeavor to provide seven (7) days' notice of the modification or termination of any telework assignment whenever possible. All telework assignments shall be subject to termination upon resumption of regular onsite duties at Magnolia following the COVID-19 pandemic.

#### **Use of Personal Property**

Employees are not encouraged to bring in personal property or materials for use in the School setting. If an employee has a personal property item he or she would like to bring in for School use, the employee must first gain approval by MPS. MPS will not be responsible or liable for the property item. The employee assumes all liability for any damage or injury caused by bringing in a personal property item. The employee may be subject to discipline for a violation of this policy. The School will not be liable for

lost, stolen or damaged person property items, and such items are brought in at the employee's own risk.

#### **Security Cameras on Campus**

MPS has authorized the use of security cameras in public areas of MSA-2, including in and around School buildings and on School property. The purpose of this program is to promote and maintain a safe, secure, and healthy environment for students and staff.

Private areas of campus, such as private employee offices, restrooms, and locker rooms will not be subject to security camera recording. Additionally, MPS will post signage indicating the areas of campus where security cameras are in use.

Security cameras will not be used to record audio or live footage, and footage will be kept private and destroyed after thirty (30) days, unless the preservation of the footage is otherwise needed. While MPS will not use the security camera footage to evaluate employee performance, it may be used by MPS or law enforcement in cases of suspected illegal or inappropriate conduct. In such cases, MPS cannot guarantee that security camera footage will be kept private.

Employees are prohibited from tampering with the MPS's security cameras, systems, and/or footage. "Tampering" includes any unauthorized use, access, or physical damage, or any attempt to interfere, block or prevent the security camera from recording footage. Any employee found to have tampered with MPS security monitoring system may be disciplined, up to and including termination, and they may also be liable for any damage to the system.

#### **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;
- Employees may not use or post images of students or student information or work;
- 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 social media postings are disruptive to the School or violate this or other School policies.

### **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, personal information if required for insurance purposes (e.g., marital/domestic partnership 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 deemed a work made for hire 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 acknowledged the author or owner.

### **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 depend on a wide range of factors, including base scale, qualifications, additional duties, and performance. Employees who have any questions about their salary, should speak to the Principal or the Human Resources Department for more details.

Classification Type	Definition	Eligible Benefits
<b>Full-Time Salaried</b>	Employed on a regularly scheduled <b>30+ hours per week</b> basis for a non-specified period.	<ul style="list-style-type: none"> <li>- STRS/PERS/401K Retirement Plan</li> <li>- Personal Necessity/Sick Leave/Floating Holiday</li> <li>- 100% Health Benefits Coverage (including family members)</li> <li>- Life insurance Plan</li> <li>- Vacation Hours (12-months employees only)</li> <li>- Tuition Reimbursement Program</li> </ul>
<b>Full-Time Hourly</b>	Employed on a regularly scheduled <b>30+ hours per week</b> basis for a non-specified period.	<ul style="list-style-type: none"> <li>- STRS/PERS/401K Retirement Plan</li> <li>- Personal Necessity/Sick Leave Hours/Floating Holiday</li> <li>- 100% Health Benefits Coverage (including family members)</li> <li>- Life insurance Plan</li> <li>- Vacation Hours (12-months employees only)</li> <li>- Tuition Reimbursement</li> </ul>
<b>Part-Time Hourly</b>	Employed on a regularly scheduled basis of <b>20.00 to 29.99 hours per week</b> for a non-specified time.	<ul style="list-style-type: none"> <li>- STRS/PERS</li> <li>- Sick Leave</li> </ul>
<b>Part-Time Hourly</b>	Employed on a regularly scheduled basis of <b>19.99 or less hours per week</b> for a non-specified time.	<ul style="list-style-type: none"> <li>- Sick Leave</li> <li>- Not eligible for any other benefits</li> </ul>
<b>Temporary/Seasonal Full-Time</b>	Employed on a regularly scheduled basis of <b>30+ hour per workweek for a finite period of time</b> (though they are still at-will employees).	<ul style="list-style-type: none"> <li>- Sick Leave</li> <li>- Some full-time temporary and seasonal employees may also be eligible for employer-sponsored health benefits, as required by law.</li> </ul>
<b>Temporary/Seasonal Part-Time</b>	Employed on a regularly scheduled basis of <b>29 or less hours per week for a finite period of time</b> (though they are still at-will employees).	<ul style="list-style-type: none"> <li>- While this position may be eligible for Sick Leave, it is not eligible for any benefits.</li> </ul>
<b>Independent Contractor</b>	Independent Contractors are non-employees.	Not eligible for any benefits.

### Work Hours and Schedules

The School's normal operating 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. (may include a 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. (may include a 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. (may include a 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 and pay may fluctuate depending on the workload:

- Employees may have to work hours beyond their normal schedules as work demands require.
- Hourly employees will only be paid for the hours actually worked unless accrued paid leave is used or during a paid holiday for eligible employees.
- 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 teacher 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 the normal school day, as indicated in the work year calendar. This required work is distinguishable from the employee's involvement in non-work volunteer activities, which are not required by the employee's employment.
- 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 from earning overtime pay. Exempt employees may have to work hours beyond their normal schedules as work demands require, thus, no overtime compensation will be paid to exempt employees. Non-exempt employees may be eligible to earn overtime if required to work beyond the regularly scheduled workday or workweek. 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, however, the operational needs of the School are



paramount. 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.

#### **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 may not result in the employee earning overtime. The makeup time 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, and is based on the availability of work.

#### **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. The School will comply with such legal procedures.

Employees are strongly encouraged to avoid such wage attachments and garnishments.

#### **Meal and Rest Periods**

Nonexempt 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 (5<sup>th</sup>) 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.

Nonexempt 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. Such room/location shall not be a bathroom, and shall have electricity. Employees shall also be given access to a sink with running water and a refrigerator. 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**

Paydays are scheduled twice per month for **all employees**. The pay periods run from the 1<sup>st</sup> of the month to the 15<sup>th</sup> of the month (with paychecks available on the 20<sup>th</sup> of the month) and the 16<sup>th</sup> of the month to the end of the month (with paychecks available on the 5<sup>th</sup> of the following month). For 12 month employees, the School pays up to twenty-four (24) pay periods. For 11 month employees, the School pays up to twenty-two (22) pay periods. The total number of pay periods may vary depending on the starting and ending date of employment, and whether the employee performed work, used time from the accrued leave (paid sick leave, vacation leave, PTO), or is eligible for a paid holiday during the pay period. The last pay period of the school year ends on June 30<sup>th</sup>. 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.

Employees should promptly notify **the Principal (or MERF Human Resources for MERF employees)** with questions regarding the calculations of their paycheck. Any corrections will be noted and will appear on the following payroll check.

#### **Payroll Withholdings**

As required by law, the School shall make all required withholdings, including:

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 payroll deduction is explained on the check voucher. Employees are directed to contact Human Resources with questions.

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) and by updating the Human Capital Management System Employee Self Service Portal**. The Human Resources Department also maintains a supply of forms.

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**.

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 personnel and school leaders**. MERF employees and classified employees pay are 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.

#### **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 it is necessary to be absent or late, the employee must arrange it in advance with a **direct supervisor**. If it is not possible to arrange the absence or tardiness in advance, the employee must notify a **direct supervisor** no later than one-half (1/2) hour before the start of the workday. Teachers are also responsible to have a substitute folder for use when they are absent from school. If the employee is absent from work longer than one day, they must keep their **direct supervisor** sufficiently informed of the 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. The actual amount of time used during the tardiness will be subtracted from employee's vacation or sick leave hours (if related to a sick leave purpose) for each tardiness, in one (1) hour increment. Once all sick leave/vacation is used, employee's tardy hours will be reflected as unpaid time off.

<b>CHART OF CONSEQUENCES FOR TARDINESS AND ABSENCES</b>		
	<b>OCCURRENCES/DAYS</b>	<b>STEP AND ACTION</b>
<b>TARDINESS</b>	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	Disciplinary: The employee may be subject to further discipline or dismissal.
<b>ABSENCES</b>	After all sick leave/vacation days are used	For exempt employees, a full day of pay will be deducted for each full days' absence. For nonexempt employees, no deduction will be made, but the employee will not earn wages during their absence.
<b>NO CALL/NO SHOW</b>	3 consecutive days	Considered job abandonment, which can lead to termination.

#### **Timecards and 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 the employee is unsure about the characterization of an offered training, lecture or meeting, they should contact their **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, CBEST, RICA, CTEL, CLAD, CPACE, etc.,) and other approved School business and profession related expenses. Credential fees, university entrance exam fees, and US Constitution exam fees 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. 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) Supervisors will inform employees of any specific dress requirements for their 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 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 the School;
- Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities;
- Unacceptable job performance;
- Improper use or release of confidential information without authorization;
- Unexcused/unreported absence and/or lack of punctuality;
- Improper use of sick leave;
- Working unauthorized overtime or refusing to work assigned overtime;
- Misuse of School property or funds;
- Improper 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 maintain a required license, certification or permit current and in good standing;
- Horseplay or other unnecessary or inappropriate physical contact;
- Sleeping or malingering on the job;
- Refusal to communicate with students, parents, supervisors, or other employees;
- Conducting personal business during business hours and/or unauthorized use of School property for non-School reasons;
- Posting any notices on School premises without prior written approval of management unless posting is on a School bulletin board designated for employee postings and is otherwise non-offensive and appropriate for the workplace;
- 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, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees;
- Possession of alcohol or illegal drugs and controlled substances at work, or reporting to work while under the influence of the same;
- 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 School property;
- Conviction of a crime making the employee unfit for the position, or failure to report a criminal charge or conviction to the School;
- Possession of firearms, or any other dangerous weapon, while on campus or while working for 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; and
- Failure to respond to work-related communications within 1 day for exempt employees and 1 business day for nonexempt employees.
- Violations of federal, state or local laws affecting the organization or the employee's employment with the organization.

#### **Off-Duty Conduct**

While the School does not seek to interfere with the lawful 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 the School;
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with the School;
- Additional employment that impairs or has a detrimental effect on the employee's work performance with the 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 the School.

Employees who wish to engage in additional employment must submit a written request to the School explaining the details of the additional employment. The School will advise the employee of whether a conflict appears to exist based on the information provided. The School assumes no responsibility for this determination or the employee's other employment. MPS shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of the additional employment. Authorization to engage in additional employment can be revoked at any time if a conflict is suspected.



**EMPLOYEE BENEFITS**

**Holidays and Vacations**

School Holidays

The School recognizes the following holidays. All **regular/full-time** employees will receive the following paid holidays in 2020-2021:

<b>School Holidays</b>	<b>Dates</b>
Labor Day	September 7, 2020
Veterans Day	November 11, 2020
Thanksgiving Day*	November 26, 2020
Day after Thanksgiving*	November 27, 2020
Christmas Day**	December 25, 2020
Winter Break Holiday**	December 28, 2020
Winter Break Holiday**	December 29, 2020
New Years Eve**	December 31, 2020
New Year's Day**	January 1, 2021
M. L. King Day	January 18, 2021
Presidents' Day	February 12, 2021 (Only Santa Ana and San Diego) <b>and</b> February 15, 2021 (All MPS)
Cesar Chavez Day	March 26, 2021 (excluding San Diego)
Spring Break Holiday***	March 31, 2021 (April 7, 2021 for Santa Ana only)
Spring Break Holiday***	April 1, 2021 (April 8, 2021 for Santa Ana)
Memorial Day	May 28, 2021 (Only San Diego) <b>and</b> May 31, 2021 (All MPS)
Independence Day	July 2, 2021 (excluding 11 month employees)

\* Falls during Thanksgiving Break

\*\* Falls during Winter Break

\*\*\* Falls during Spring Break

School Breaks

All **full-time** exempt employees will receive the following paid school breaks (which may include, and are not in addition to, the School Holiday Schedule above):

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

Typically, **full-time teaching staff/non-classroom based academic positions** 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. Full-time **School-site administrators, classified exempt 12 month 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, temporary, and seasonal employees, and independent contractors, are not compensated during School 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 employees have any questions about their employment classification, they should consult with **MERF Human Resources**.

SCHOOL BREAKS	DATES
<b>Full-time teaching staff:</b>	
Thanksgiving Break	November 23-27, 2020
Winter Break	December 21, 2020 – January 08, 2021 (For San Diego: December 21, 2020 – January 4, 2021)
Spring Break	March 29, 2021 – April 02, 2021 (For Santa Ana: April 5, 2021-April 9, 2021)
<b>School administrators, classified exempt 12 month employees, and MERF employees:</b>	
Thanksgiving Break	November 25-27, 2020
Winter Break	December 23, 2020 – January 08, 2021 (For San Diego: December 23, 2020 – January 4, 2021)
Spring Break	March 31, 2021 – April 2, 2021 (For Santa Ana: April 7, 2021 – April 9, 2021)

**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 MERF employees will have two (2) days less off. Full-time, hourly classified staff are only eligible for pay according to the School Holiday Schedule above.**

**Floating Holidays**

All full-time MPS Employees are eligible to receive two (2) floating days each school year. Floating Holidays are not vacation days, and cannot be paid out, cashed out, and cannot be rolled over. Floating holidays are provided at the start of each school year.

**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.

With the exception of certificated instructional staff (e.g., teachers and non-classroom based academic personnel), all **full-time,\* 12 month** employees accrue vacation from the date of hire at the following accrual rates:

*ELIGIBLE EMPLOYEES	VACATION ACCRUAL	MAX CAP
School Administrators	Hours will accrue per pay period up to 160 hours (8 hours per pay period) per year	240 hours
School Classified Employees	Hours will accrue per pay period up to 120 hours (6 hours per pay period) per year	200 hours
MERF Employees	Hours will accrue per pay period up to 160 hours (8 hours per pay period) per year	240 hours

As a benefit to employees, eligible employees will accrue the maximum vacation time prior to the end of the year to facilitate their use of vacation time before the end of the year. This accelerated accrual does not entitle eligible employees to vacation time above and beyond their yearly accrual, as indicated in the chart above. Vacation time may not be utilized before it is earned. Vacation is rolled over from year to year and is capped at 240 hours for administrators and MERF employees, and 200 hours for full-time classified employees. There is no retroactive grant of vacation compensation for the period of time the accrued vacation compensation was at the cap. Employees who have non-sick related partial or full day absences will have vacation time deducted from their vacation bank commensurate with their time off.

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.

All vacations must be approved in advance by **the direct supervisor of the employee**, who will make reasonable efforts to accommodate employee requests. 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. The School may attempt to have some of its employees stagger vacations in an effort to avoid affecting services.

**\* 11 month employees, including non-classroom based academic employees and teaching staff, do not accrue vacation.**

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.

All full-time and part-time staff will be credited with forty-eight (48) hours of sick leave at the start of the school year. In addition to the credited forty-eight (48) hours, all 11 and 12-month full-time employees will accrue two (2) sick leave hours per pay period. The maximum accrued sick leave is eighty (80) hours per 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.

Employees may roll over up to eighty (80) hours of paid sick leave from year to year.

<b>MPS EMPLOYEE SICK HOURS</b>			
	<b>BEGINNING</b>	<b>ACCRUAL</b>	<b>MAXIMUM ACCRUAL</b>
<b>11-MONTHS FULL-TIME</b>	48 hours	2 hours per pay period	80 hours
<b>12-MONTHS FULL-TIME</b>	48 hours	2 hours per pay period	80 hours
<b>PART-TIME</b>	48 hours	X	N/A
<b>SEASONAL/TEMPORARY</b>	0	1 hour for every 30 hours worked	80 hours

Employees cannot use paid sick leave until the thirtieth (30<sup>th</sup>) 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 for the qualifying purposes stated above. MPS will not tolerate abuse or misuse of sick leave. If an employee is absent longer than three (3) days due to illness, medical evidence of the illness and/or medical certification of the employee’s fitness to return to work may be required.

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 may offer to buy back unused paid sick leave days at the employee’s rate of pay or \$150 per day, at the School’s discretion, by the end of June. Employees must work for the School for at least thirty (30) days of their work year each year 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 new or continuing employees who (1) fail to work for the School for thirty (30) consecutive days of the new work year, or (2) are separated from the School based on misconduct, unprofessionalism, or suspicion of the same. The School does not buy back sick leave from temporary or seasonal employees, such as summer school employees.

**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

	Full-Time						Part-Time (20-29.99hr/week)	Part-Time (less than 20hr/week)	Temporary/Seasonal			
Status	School Admin Home Office	Classified				Teacher		Classified		Teacher/Classified		
Duration	12-Month	12-Month		11-Month		11-Month		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	NO	NO	NO
Floating Hours	16	16	16	16	16	16	16	NO	NO	NO	NO	NO
Sick Hours	80	80	80	80	80	80	80	48	48	1 hr per 30 hours worked	1 hr per 30 hours worked	1 hr per 30 hours worked
Vacation Hours	160	120	120	NO	NO	NO	NO	NO	NO	NO	NO	NO
Health Benefits (Health, Dental, Vision)	YES	YES	YES	YES	YES	YES	YES	NO	NO	NO	✦	✦
Retirement (STRS, PERS or 401K)	YES	YES	YES	YES	YES	YES	YES	YES	NO	NO	NO	NO
Tuition Reimbursement (BTSA, Master's, Ph.D.)	YES	YES	YES	YES	YES	YES	YES	NO	NO	NO	NO	NO
Paid Time Off (Fall, Spring, Winter Breaks)	YES	YES	YES	YES	YES	YES	YES	NO	NO	NO	NO	NO

✦ Temporary/seasonal employees may be eligible for health benefits and sick leave depending on the length of the assignment and the hours worked, as specified in the Health Benefits section and Paid Sick Leave section of this Handbook.

## 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 employees who select the PPO selection or a greater amount of insurance coverage. The School may provide the employee a stipend payment at the rate of \$150 per month if he or she is enrolled in a separate health insurance benefit program and declines all employer-sponsored health insurance benefits (i.e. medical, vision, and dental) in writing by no later than within the month of August of each year. MPS will not provide a stipend to employees who will receive or have employer-sponsored health insurance coverage through an actively working spouse of MPS.

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

Part-time, and temporary/seasonal 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

Subject to health insurance carrier approval, 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. The employee is responsible for logging into MPS's Human Capital Management System and properly enrolling in any selected plans.

### 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 out of work related to an injury, subject to SDI eligibility requirements. The employee must contact SDI for specific rules and regulations relating to SDI eligibility, and the **MERF Human Resources** may be available to assist.

### Family Leave Insurance

Employees covered by the SDI may also be covered by the California Paid Family Leave Insurance program. Eligible employees are entitled to receive up to eight (8) weeks of wage replacement benefits from the State of California when they suffer a wage loss for taking time off to care for a seriously ill or

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injured qualifying family member or to bond with a new child within one (1) year of birth or placement of the child with the employee. Specific rules and regulations relating to Family Leave Insurance are available from SDI, and the **MERF Human Resources** may be able to assist.

#### **Life Insurance**

Employee life insurance is provided by MERF. All full-time employees will be covered upon hire, subject to program eligibility requirements. Employees should contact the 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 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 – the employee contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (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 or part-time, 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 reached 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, dies, 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;
- The employee (or his/her 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 the employee (or his/her spouse or child, as applicable) may have;
- MPS stops providing group health benefits;
- The employee (or his/her spouse or child) become entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29)-months due to disability and there has been a final determination that the employee is 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/CFRA leave in any twelve (12) month period for the purposes enumerated below.

**Deleted:** 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/CFRA 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 leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of CFRA, where the School must only have at least five (5) employees).

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**Deleted:** baby-bonding

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Events that may Entitle an Employee to FMLA/CFRA Leave:

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA/CFRA 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 each be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.
- 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 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.

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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, A qualifying family member may also include a grandparent, grandchild, or sibling for CFRA purposes.

**Deleted:** 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. CFRA does not provide leave specific to caring for a service member.

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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. For CFRA purposes, this may also include a domestic partner.

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Amount of FMLA/CFRA Leave Which May Be Taken:

FMLA/CFRA 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/CFRA 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 may 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.

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The "twelve-month period" in which twelve (12) weeks of FMLA and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.

If a holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA 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 or CFRA leave entitlement. Similarly, if an employee uses FMLA/CFRA 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 leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

Pay during FMLA/CFRA Leave:

An employee on FMLA/CFRA leave because of his/her own serious health condition may use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave period. If an

**Deleted:** <#>Employees who are co-parents to a child and who are eligible for CFRA baby-bonding leave only (ineligible or exhausted FMLA) are required to share the twelve (12) weeks entitlement to baby-bonding leave on a first come-first serve basis, based on the timing of the leave request.¶

employee is receiving a partial wage replacement benefit during the FMLA/CFRA 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/CFRA leave for baby-bonding or to care for a qualifying family member with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave.
- If an employee has exhausted his/her sick leave, leave taken under FMLA/CFRA shall be unpaid leave.
- The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA or CFRA leave. Sick pay accrues during any period of unpaid FMLA or CFRA leave only until the end of the month in which unpaid leave began.

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**Deleted:** spouse, domestic partner, parent, or child

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Health Benefits:

The provisions of the School’s various employee benefit plans govern continuing eligibility during FMLA/CFRA leave, and these provisions may change from time to time. The health benefits of employees on FMLA/CFRA 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/CFRA 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/CFRA 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/CFRA 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/CFRA leave, or other circumstances beyond the control of the employee.

Seniority:

An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA/CFRA 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/CFRA 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/CFRA Leave:**

- An employee should request FMLA/CFRA 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/CFRA 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 **qualifying family member**. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA 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/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's **qualifying family member**, 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/CFRA 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/CFRA 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

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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/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee’s FMLA/CFRA 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/CFRA leave period, an employee 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/CFRA leave.
- When a request for FMLA/CFRA leave is granted to an 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/CFRA 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.

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**Employment during Leave:**

No employee, including employees on FMLA/CFRA 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.

**Deleted: 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.

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.



### **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**

All MPS employees excluding temporary/seasonal 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. Employees should contact the Principal or the Human Resources department to request bereavement leave. All bereavement requests should be in writing to the Principal and Human Resources department.

If any employee requires more than **five (5)** days off for bereavement leave, the employee may request to use 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 the employees 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 the employee. 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. Employees must notify **the Principal (or MERF Human Resources for MERF employees)** of their commitment to act as an 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. The employee must notify **the Principal (or MERF Human Resources for MERF employees)** of their 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 Volunteer Firefighters**

Employees who perform emergency duties as volunteer firefighters, reserve peace officers or emergency rescue personnel will be given reasonable time off from work 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 the employee receives any worker's compensation benefits to which they may be entitled, employees 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 a health care provider regarding the need for workers' compensation disability leave as well as the employee's 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 sixty (60) 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.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee first uses 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.

### **MPS Home Office Staff Members**

Full-time Home Office staff members may be eligible to participate in the Public Employees' Retirement System (PERS), the State Teachers' Retirement System (STRS) or 401(K) Retirement Plan.

### **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.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions or job retention. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, employees will be required to sign the evaluation report simply to acknowledge that it has been presented to them, that the employee discussed it with their **direct supervisor**, and that they are aware of its contents. Employees may also acknowledge receipt of performance evaluations through the 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. 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. The School will not buy back any paid sick leave from new or continuing employees who fail to work for the School for thirty (30) consecutive days of the new work year. Additionally, 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. The School does not buy back sick leave from temporary or seasonal employees, such as summer school employees.

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. Only employees who are not terminated for misconduct or other related conduct are eligible to be paid for sick leave under the policy.

#### **References**

All requests for references and employment verifications must be promptly directed to the employee's **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. The School may be required to disclose when an employee has been reported to the CTC for allegations of misconduct. 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 employee questions, suggestions or complaints relating to work, conditions of employment, the School or the treatment of employees. Other than in situations involving harassment (as outlined and described above), the employee must contact **the Principal (or MERF Human Resources for MERF employees)** with questions or concerns. If the situation is not satisfactorily resolved, the employee should contact **MERF Human Resources**, preferably in writing, who may further review 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 the employee's **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.

#### 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 modification replaces any pre-existing policies and Handbooks to the extent they are in conflict.

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):

\_\_\_\_\_

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

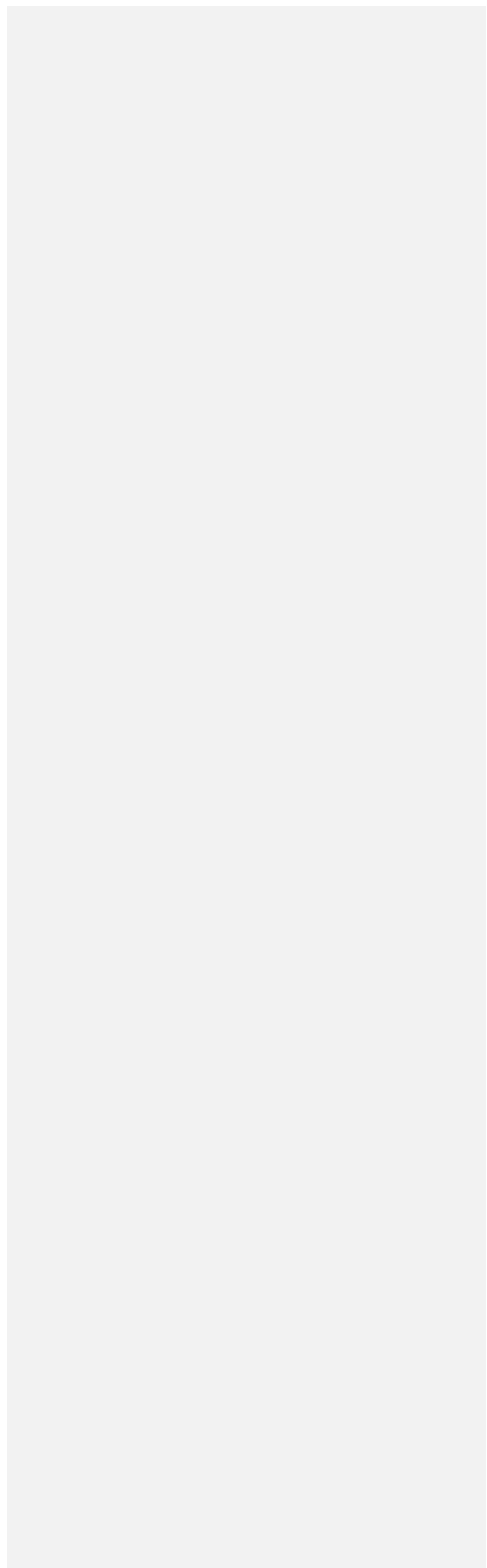
I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

\_\_\_\_\_  
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 2020-2021

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

[www.magnoliapublicschools.org](http://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 or the CEO designee, 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 review this Handbook carefully and acknowledge your receipt and understanding of it in Human Capital Management System.**

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## Magnolia Public Schools

### **The Vision**

*Graduates of Magnolia Public Schools (“MPS”) are scientific thinkers who contribute to the global community as socially responsible and educated members of society.*

### **The Mission**

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

### **Core Values**

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

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

### **Locations**

<i>Magnolia Science Academy-1</i>	<i>18238 Sherman Way, Reseda, CA 91335</i>	<i>(818) 609-0507</i>
<i>Magnolia Science Academy-2</i>	<i>17125 Victory Blvd., Van Nuys, CA 91406</i>	<i>(818) 758-0300</i>
<i>Magnolia Science Academy-3</i>	<i>1254 East Helmick St., Carson, CA 90746</i>	<i>(310) 637-3806</i>
<i>Magnolia Science Academy-4</i>	<i>11330 W Graham Place, Los Angeles, CA 90064</i>	<i>(310) 473-2464</i>
<i>Magnolia Science Academy-5</i>	<i>18230 Kittridge St., Reseda, CA 91335</i>	<i>(818) 705-5676</i>
<i>Magnolia Science Academy-6</i>	<i>3754 Dunn Dr., Los Angeles, CA 90034</i>	<i>(310) 842-8555</i>
<i>Magnolia Science Academy-7</i>	<i>18355 Roscoe Blvd., Northridge, CA 91325</i>	<i>(818) 221-5328</i>
<i>Magnolia Science Academy-8 (Bell)</i>	<i>6411 Orchard Ave, Bell, CA 90201</i>	<i>(323) 826-3925</i>
<i>Magnolia Science Academy-San Diego</i>	<i>6525 Estrella Ave., San Diego, CA 92120</i>	<i>(619) 644-1300</i>
<i>Magnolia Science Academy-Santa Ana</i>	<i>2840 W 1<sup>st</sup> St., Santa Ana, CA 92703</i>	<i>(714) 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 employees have any questions about the policies outlined in this Handbook, or if they have any other personnel related questions, whether related to policies specifically addressed in this Handbook or not, please consult the **MPS Home Office ("MERF") Human Resources Department**.

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.

After reviewing 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 the employee has read, understood and agrees 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 (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- 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 or law enforcement.

MPS will provide annual training on the mandated reporting requirements, using the online training module provided by MPS, 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.

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 employment.

By acknowledging receipt of this Handbook, the 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 charged or convicted of any offense, the employee must immediately report the charge or 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. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the School.

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. Employees may ask their 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 the employee has any questions or needs more information on immigration compliance issues, they should 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):

- Restraining 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 the employee is unsure if certain conduct is acceptable, is to ask, "Would I be engaged in this conduct if my family or colleagues, including someone from my HR Department, 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.

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 the employee and the student;
- Stopping and correcting students if they cross the employees' 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 when in a difficult situation related to boundaries;
- Involving a supervisor if a conflict arises with a student;
- Informing the Superintendent 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 the employee will be alone with any type of special needs student;
- Asking another staff member to be present if the employee 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 professional conduct a high priority.

## Certification and Licensure of Instructional Staff

All teachers are required to hold a current California teaching credential, 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 for all instructional staff, including teachers and paraprofessionals to provide any necessary licensure to a **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 possess 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 (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); 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, 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.

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; and/or (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 employees will receive two (2) hours of sexual harassment prevention training within six (6) weeks of hire. Additionally, all returning employees will receive sexual harassment prevention training within six (6) weeks of the new school year. 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 prevention training 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, stakeholder 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 employees 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 personnel information and information relating to students, including personal information, 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.

Employees at the worksite and teleworking must ensure confidential information is maintained in a secure location restricted from access by unauthorized third-parties.

### **Conflict of Interest**

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations which 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.



## **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 avoid 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 actual or perceived 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.

## **No 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. Any act or threat of violence must be immediately reported 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. Additionally, the School has adopted a reopening plan to address the safe reopening and operating of MPS schools following the school closure due to COVID-19. Employees must carefully review and comply with the reopening plan for which they will receive training and further instruction during Professional Development training and as needed.

Employees are required to know and comply with the School's general safety rules and to follow safe and healthy work practices at all times. Any potential health or safety hazards and all injuries or accidents must be immediately reported to a supervisor. 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. Employees are encouraged to be aware of their surroundings and be on the lookout at all times for any unusual circumstances, such as 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 desks and offices 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 employee and 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, the employee should request assistance from a supervisor. Unsafe conditions must be reported immediately.

Employees shall be observant of any workplace conditions that may be a cause or contributor to the spread of illness caused by virus and disease, including unclean surfaces, personal illness or the possible illness of others, or work conditions that may seem unsanitary or in violation of any active public health or government order.

To maintain occupational safety, the School may adopt and enforce any government or agency approved measures for evaluating and enforcing employee health and wellness, including health screenings, assessments, or checks.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. MPS's 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, injury, or possible cause of COVID-19 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. 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 or employee permission. School property includes all desks, electronic devices, 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 School property to any person, including those who refuse 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 if it 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. **Employees are required to promptly respond to work emails and communications. Exempt employees must respond within 1 day, and nonexempt employees must respond within 1 business day.**

Additionally, the School uses technology protection measures that protect against internet access (by both minors and adults) to visual depictions that are obscene, pornographic, and/or harmful to minors. These measures may include, but are not limited to, using a spam filter, 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 to the School.

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 **the I.T. Coordinator** with 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 content or images that are obscene, pornographic, and/or 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 with little or no

educational value 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.

## **Telework Policy**

### Purpose

MPS recognizes approved teleworking as a necessary work arrangement while Magnolia school campuses and the home office are closed during the ongoing coronavirus ("COVID-19") pandemic. This policy details conditions and requirements which apply to all temporary telework assignments during Magnolia school closures due to COVID-19.

### Definition

Teleworking allows employees to work at home or in an approved remote location for all or part of their regular workweek. Teleworking is not an entitlement, nor is it a Magnolia-wide benefit. This temporary arrangement in no way alters or changes the terms and conditions of employment with Magnolia, and the promulgation of this Policy creates no employee rights in relation to teleworking. Furthermore, Magnolia has the right to refuse to make telework available to an employee and to terminate a telework assignment without cause at any time in its sole and unreviewable discretion.

### General Requirements

Except for employees who are otherwise notified, all Magnolia employees are expected to continue performing their work duties via teleworking. Employees shall make arrangements with their supervisor and co-workers to address on-site job demands that arise, including returning to the work site to perform certain job duties as needed or as directed by their supervisor. Employees shall be responsible for following all Magnolia policies and procedures when teleworking, including all of the foregoing set forth in Magnolia's most recent Employee Handbook. Employees shall also be solely responsible for the performance of their telework duties; assistance from third parties is strictly prohibited.

Nonexempt employees will be required to (1) record all hours worked as assigned by Magnolia and (2) take and document applicable meal/rest periods. Nonexempt employees must also receive prior written approval from a supervisor prior to working additional hours or overtime. Failure to comply with timekeeping and work hours requirements may result in disciplinary action, up to and including termination from employment.

### Eligibility Considerations

Consideration will be given to employees who work in positions adaptable for telework assignments, particularly those who have demonstrated work habits and performance well-suited to successful teleworking. In the sole discretion of Magnolia and its management, the following eligibility factors will be considered:

- The employee has a position where effective communication can be accommodated electronically;
- The employee's telework assignment will not be detrimental to the productivity or work quality of other employees or the effective operation of Magnolia;

- The employee must be able to perform work from home or an approved remote location without distractions or unnecessary risk to the security of Magnolia data, records, networks, or confidentiality generally;
- The employee's equipment and software must meet Magnolia's guidelines/standards, and the employee's needs for Information Technology ("IT") support must be minimal;
- Telework sites must be in California;
- The employee must be effective at working independently for extended periods of time;
- The employee has demonstrated or can demonstrate effective time-management skills by completing tasks efficiently and within any required deadlines;
- The employee must maintain connections with work groups or teams from their remote work location; and
- The employee has no recent or pending corrective or disciplinary actions.

### Supervisor Responsibilities

Supervisors managing employees who have been permitted to telework must effectively:

- Implement the telework policy/guidelines;
- Conduct remote supervision;
- Understand the technology and tools necessary for successful remote supervision; and
- Establish communication protocols with telework employees, including making continued efforts to involve teleworking employees in office/department events, meetings, messages, etc., as applicable, to preserve teamwork.

Supervisors will assess each employee's progress on a telework assignment periodically to ensure the employee's compliance with telework requirements, and address any work-related issues, including completing evaluations and other performance management as appropriate.

### Communication And Accessibility

Employees and supervisors must determine how communication between the teleworking employee, the worksite, and/or other employees also teleworking will be handled. Employees shall keep their supervisor and as needed, their co-workers or other Magnolia stakeholders (e.g., students and/or parents), informed of their availability so these individuals know how and when to reach the employee during the employee's telework assignment. Employees must be accessible by phone and email at all times to their supervisor, co-workers, Magnolia stakeholders, and Magnolia generally during assigned work hours. Employees must notify their supervisors if they leave their telework site during agreed upon hours, aside from applicable meal and rest periods. Employees must post their telework schedule on their calendar, including applicable meal and rest periods. Employees must also remain flexible in their scheduling, and shall be available to attend staff meetings and other meetings as required by their supervisor.

### Safety

The telework space is considered an extension of Magnolia's worksite. Employees will have the same responsibility for safe practices, accident prevention, and accident/injury reporting as in the regular worksite. In case of injury, accident, theft, loss, or tort liability related to telework, the employee must immediately report the event to their supervisor and allow Magnolia or its authorized agent to investigate and/or inspect the telework site as needed.

Employees are responsible for establishing and maintaining a designated, adequate workspace at their telework location. When the telework location is the employee's home, the employee is responsible for ensuring the location is safe (free from hazards and other dangers to the employee or equipment), clean, professional, and free of distractions (e.g., children, pets, electronic devices, etc.).

#### Supplies, Equipment, And Furniture

Magnolia will determine, with information supplied by the employee and the supervisor, the appropriate equipment needs (including hardware, software, modems, phone and data lines, facsimile equipment or software, and photocopiers) for each telework assignment on a case-by-case basis. Magnolia will not provide office furniture for the workspace at home and the employee's home work-site must be minimally equipped to serve as a remote workspace.

Laptop devices and internet hotspots will be supplied and maintained by the Magnolia, subject to availability. Any equipment provided by Magnolia to the employee shall remain the property of Magnolia. Equipment supplied by Magnolia is to be used for work purposes only. Employees must sign an inventory of all Magnolia property and agree to protect the items from damage or theft. Employees shall not be entitled to reimbursement for their use of Magnolia property. Employees shall be held liable to Magnolia whenever their wrongful or negligent act or omission causes loss, theft, disappearance, damage to, or destruction of Magnolia property. Upon cessation of a telework assignment, all Magnolia property must be returned to Magnolia.

All other necessary technology shall be supplied by the employee as approved by Magnolia. All technology supplied by the employee shall be maintained by the employee. Magnolia accepts no responsibility for damage or repairs to employee-owned equipment. Employees who supply personal technology for a Magnolia-related use shall be eligible for a reimbursement pursuant to the "Reimbursement" section below. Any employee who proposes to supply their own personal technology for Magnolia related work shall notify their supervisor of the same and provide an inventory of such personal technology.

#### Reimbursement

Magnolia shall reimburse employees for actual and necessary expenses incurred by the employee for purposes of carrying out Magnolia business when such expenses are expressly authorized and preapproved by Magnolia. Such reimbursement shall be calculated as follows:

Magnolia shall reimburse an employee's costs for internet based upon a reasonable percentage of work-related use, up to \$15 per month. Additionally, Magnolia will reimburse an employee's cell phone bill based upon a reasonable percentage of work-related use, up to \$10 per month. Phone expenses are limited to the *employee's share* of the plan, taxes, and access fees. For example, an employee on a "family plan" may receive reimbursement only for the cost of their phone line.

Employees who believe their expenses exceed the reimbursement amounts described above shall be required to submit copies of their expenses, such as the internet and/or cell phone bill at issue, for review. Such bills may be redacted as needed to remove any private/confidential information.

#### Information Security And Confidentiality

Employees must never provide any third parties access to Magnolia network or share network access passwords, and must comply with all policies and procedures related to information security and network access, including policies and procedures contained in the Magnolia Employee Handbook.

Consistent with Magnolia’s expectations of information security for employees working at the office, teleworking employees must ensure that their telework location is secure and communications provided or sensitive work performed from the telework location remain confidential, away from the presence of family members or guests. Any Magnolia materials taken home, such as confidential personnel or pupil records, must be kept in a secure space within the telework location and shall not be made accessible to any third parties, including the employee’s family members or guests. Steps which employees may take to increase security of Magnolia materials/information include use of locked file cabinets and desks, regular password maintenance, shielding computer monitors, and any other actions appropriate for the position and the telework location.

### Performance Standards

Employees must maintain the same or an improved level of productivity and work quality while teleworking. If productivity and/or work quality begin to decline, the telework assignment will be reevaluated to determine if changes can be made or termination of the telework assignment is warranted. Telework allows a high amount of flexibility for an employee to complete their work in a timely and proper manner, and it is expected that employees will not abuse this opportunity by allowing their productivity or work quality to decline.

### Professional Boundaries

Employees must maintain appropriate levels of professionalism when interacting remotely with students and/or student’s family members, including as detailed in the “Professional Boundaries: Staff/Student Interaction” policy. Employees who fail to demonstrate acceptable professional boundaries during a telework assignment may be subject to disciplinary action, up to and including termination from employment.

### Evaluation & Duration

Evaluation of employee performance during the teleworking assignment may include daily interaction by video, phone and/or email between the employee and the supervisor, and weekly face-to-face and/or video meetings whenever possible to discuss work progress and problems, as needed.

Magnolia may modify or terminate telework assignments at any time, with or without cause or advance notice. Although not required, Magnolia shall endeavor to provide seven (7) days’ notice of the modification or termination of any telework assignment whenever possible. All telework assignments shall be subject to termination upon resumption of regular onsite duties at Magnolia following the COVID-19 pandemic.

### **Use of Personal Property**

Employees are not encouraged to bring in personal property or materials for use in the School setting. If an employee has a personal property item he or she would like to bring in for School use, the employee must first gain approval by MPS. MPS will not be responsible or liable for the property item. The employee assumes all liability for any damage or injury caused by bringing in a personal property item. The employee may be subject to discipline for a violation of this policy. The School will not be liable for



lost, stolen or damaged person property items, and such items are brought in at the employee's own risk.

### **Security Cameras on Campus**

MPS has authorized the use of security cameras in public areas of MSA-2, including in and around School buildings and on School property. The purpose of this program is to promote and maintain a safe, secure, and healthy environment for students and staff.

Private areas of campus, such as private employee offices, restrooms, and locker rooms will not be subject to security camera recording. Additionally, MPS will post signage indicating the areas of campus where security cameras are in use.

Security cameras will not be used to record audio or live footage, and footage will be kept private and destroyed after thirty (30) days, unless the preservation of the footage is otherwise needed. While MPS will not use the security camera footage to evaluate employee performance, it may be used by MPS or law enforcement in cases of suspected illegal or inappropriate conduct. In such cases, MPS cannot guarantee that security camera footage will be kept private.

Employees are prohibited from tampering with the MPS's security cameras, systems, and/or footage. "Tampering" includes any unauthorized use, access, or physical damage, or any attempt to interfere, block or prevent the security camera from recording footage. Any employee found to have tampered with MPS security monitoring system may be disciplined, up to and including termination, and they may also be liable for any damage to the system.

### **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;
- Employees may not use or post images of students or student information or work;
- 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 social media postings are disruptive to the School or violate this or other School policies.

## 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, personal information if required for insurance purposes (e.g., marital/domestic partnership 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 deemed a work made for hire 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 acknowledge the author or owner.

## 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 depend on a wide range of factors, including base scale, qualifications, additional duties, and performance. Employees who have any questions about their salary, should speak to the Principal or the Human Resources Department for more details.

Classification Type	Definition	Eligible Benefits
<b>Full-Time Salaried</b>	Employed on a regularly scheduled <b>30+ hours per week</b> basis for a non-specified period.	<ul style="list-style-type: none"> <li>- STRS/PERS/401K Retirement Plan</li> <li>- Personal Necessity/Sick Leave/Floating Holiday</li> <li>- 100% Health Benefits Coverage (including family members)</li> <li>- Life insurance Plan</li> <li>- Vacation Hours (12-months employees only)</li> <li>- Tuition Reimbursement Program</li> </ul>
<b>Full-Time Hourly</b>	Employed on a regularly scheduled <b>30+ hours per week</b> basis for a non-specified period.	<ul style="list-style-type: none"> <li>- STRS/PERS/401K Retirement Plan</li> <li>- Personal Necessity/Sick Leave Hours/Floating Holiday</li> <li>- 100% Health Benefits Coverage (including family members)</li> <li>- Life insurance Plan</li> <li>- Vacation Hours (12-months employees only)</li> <li>- Tuition Reimbursement</li> </ul>
<b>Part-Time Hourly</b>	Employed on a regularly scheduled basis of <b>20.00 to 29.99 hours per week</b> for a non-specified time.	<ul style="list-style-type: none"> <li>- STRS/PERS</li> <li>- Sick Leave</li> </ul>
<b>Part-Time Hourly</b>	Employed on a regularly scheduled basis of <b>19.99 or less hours per week</b> for a non-specified time.	<ul style="list-style-type: none"> <li>- Sick Leave</li> <li>- Not eligible for any other benefits</li> </ul>
<b>Temporary/Seasonal Full-Time</b>	Employed on a regularly scheduled basis of <b>30+ hour per workweek for a finite period of time</b> (though they are still at-will employees).	<ul style="list-style-type: none"> <li>- Sick Leave</li> <li>- Some full-time temporary and seasonal employees may also be eligible for employer-sponsored health benefits, as required by law.</li> </ul>
<b>Temporary/Seasonal Part-Time</b>	Employed on a regularly scheduled basis of <b>29 or less hours per week for a finite period of time</b> (though they are still at-will employees).	<ul style="list-style-type: none"> <li>- While this position may be eligible for Sick Leave, it is not eligible for any benefits.</li> </ul>
<b>Independent Contractor</b>	Independent Contractors are non-employees.	Not eligible for any benefits.

## Work Hours and Schedules

The School's normal operating 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. (may include a 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. (may include a 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. (may include a 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 and pay may fluctuate depending on the workload:

- Employees may have to work hours beyond their normal schedules as work demands require.
- Hourly employees will only be paid for the hours actually worked unless accrued paid leave is used or during a paid holiday for eligible employees.
- 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 teacher 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 the normal school day, as indicated in the work year calendar. This required work is distinguishable from the employee's involvement in non-work volunteer activities, which are not required by the employee's employment.
- 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 from earning overtime pay. Exempt employees may have to work hours beyond their normal schedules as work demands require, thus, no overtime compensation will be paid to exempt employees. Non-exempt employees may be eligible to earn overtime if required to work beyond the regularly scheduled workday or workweek. 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, however, the operational needs of the School are

paramount. 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.

### **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 may not result in the employee earning overtime. The makeup time 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, and is based on the availability of work.

### **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. The School will comply with such legal procedures.

Employees are strongly encouraged to avoid such wage attachments and garnishments.

### **Meal and Rest Periods**

Nonexempt 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 (5<sup>th</sup>) 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.

Nonexempt 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. Such room/location shall not be a bathroom, and shall have electricity. Employees shall also be given access to a sink with running water and a refrigerator. 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

Paydays are scheduled twice per month for **all employees**. The pay periods run from the 1<sup>st</sup> of the month to the 15<sup>th</sup> of the month (with paychecks available on the 20<sup>th</sup> of the month) and the 16<sup>th</sup> of the month to the end of the month (with paychecks available on the 5<sup>th</sup> of the following month). For 12 month employees, the School pays up to twenty-four (24) pay periods. For 11 month employees, the School pays up to twenty-two (22) pay periods. The total number of pay periods may vary depending on the starting and ending date of employment, and whether the employee performed work, used time from the accrued leave (paid sick leave, vacation leave, PTO), or is eligible for a paid holiday during the pay period. The last pay period of the school year ends on June 30<sup>th</sup>. 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.

Employees should promptly notify **the Principal (or MERF Human Resources for MERF employees)** with questions regarding the calculations of their paycheck. Any corrections will be noted and will appear on the following payroll check.

### Payroll Withholdings

As required by law, the School shall make all required withholdings, including:

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 payroll deduction is explained on the check voucher. Employees are directed to contact Human Resources with questions.

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) and by updating the Human Capital Management System Employee Self Service Portal**. The Human Resources Department also maintains a supply of forms.

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**.

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 personnel and school leaders**. MERF employees and classified employees pay are 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.

### **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 it is necessary to be absent or late, the employee must arrange it in advance with a **direct supervisor**. If it is not possible to arrange the absence or tardiness in advance, the employee must notify a **direct supervisor** no later than one-half (1/2) hour before the start of the workday. Teachers are also responsible to have a substitute folder for use when they are absent from school. If the employee is absent from work longer than one day, they must keep their **direct supervisor** sufficiently informed of the 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. The actual amount of time used during the tardiness will be subtracted from employee's vacation or sick leave hours (if related to a sick leave purpose) for each tardiness, in one (1) hour increment. Once all sick leave/vacation is used, employee's tardy hours will be reflected as unpaid time off.

<b>CHART OF CONSEQUENCES FOR TARDINESS AND ABSENCES</b>		
	<b>OCCURRENCES/DAYS</b>	<b>STEP AND ACTION</b>
<b>TARDINESS</b>	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	Disciplinary: The employee may be subject to further discipline or dismissal.
<b>ABSENCES</b>	After all sick leave/vacation days are used	For exempt employees, a full day of pay will be deducted for each full days' absence. For nonexempt employees, no deduction will be made, but the employee will not earn wages during their absence.
<b>NO CALL/NO SHOW</b>	3 consecutive days	Considered job abandonment, which can lead to termination.

### **Timecards and 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 the employee is unsure about the characterization of an offered training, lecture or meeting, they should contact their **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, CBEST, RICA, CTEL, CLAD, CPACE, etc.) and other approved School business and profession related expenses. Credential fees, university entrance exam fees, and US Constitution exam fees 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. 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) Supervisors will inform employees of any specific dress requirements for their 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 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 the School;
- Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities;
- Unacceptable job performance;
- Improper use or release of confidential information without authorization;
- Unexcused/unreported absence and/or lack of punctuality;
- Improper use of sick leave;
- Working unauthorized overtime or refusing to work assigned overtime;
- Misuse of School property or funds;
- Improper 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 maintain a required license, certification or permit current and in good standing;
- Horseplay or other unnecessary or inappropriate physical contact;
- Sleeping or malingering on the job;
- Refusal to communicate with students, parents, supervisors, or other employees;
- Conducting personal business during business hours and/or unauthorized use of School property for non-School reasons;
- Posting any notices on School premises without prior written approval of management unless posting is on a School bulletin board designated for employee postings and is otherwise non-offensive and appropriate for the workplace;
- 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, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees;
- Possession of alcohol or illegal drugs and controlled substances at work, or reporting to work while under the influence of the same;
- 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 School property;
- Conviction of a crime making the employee unfit for the position, or failure to report a criminal charge or conviction to the School;
- Possession of firearms, or any other dangerous weapon, while on campus or while working for 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; and
- Failure to respond to work-related communications within 1 day for exempt employees and 1 business day for nonexempt employees.
- Violations of federal, state or local laws affecting the organization or the employee's employment with the organization.

### **Off-Duty Conduct**

While the School does not seek to interfere with the lawful 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 the School;
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with the School;
- Additional employment that impairs or has a detrimental effect on the employee's work performance with the 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 the School.

Employees who wish to engage in additional employment must submit a written request to the School explaining the details of the additional employment. The School will advise the employee of whether a conflict appears to exist based on the information provided. The School assumes no responsibility for this determination or the employee's other employment. MPS shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of the additional employment. Authorization to engage in additional employment can be revoked at any time if a conflict is suspected.

## EMPLOYEE BENEFITS

### Holidays and Vacations

#### School Holidays

The School recognizes the following holidays. All **regular/full-time** employees will receive the following paid holidays in 2020-2021:

<u>School Holidays</u>	<u>Dates</u>
Labor Day	September 7, 2020
Veterans Day	November 11, 2020
Thanksgiving Day*	November 26, 2020
Day after Thanksgiving*	November 27, 2020
Christmas Day**	December 25, 2020
Winter Break Holiday**	December 28, 2020
Winter Break Holiday**	December 29, 2020
New Years Eve**	December 31, 2020
New Year's Day**	January 1, 2021
M. L. King Day	January 18, 2021
Presidents' Day	February 12, 2021 (Only Santa Ana and San Diego) <b>and</b> February 15, 2021 (All MPS)
Cesar Chavez Day	March 26, 2021 (excluding San Diego)
Spring Break Holiday***	March 31, 2021 (April 7, 2021 for Santa Ana only)
Spring Break Holiday***	April 1, 2021 (April 8, 2021 for Santa Ana)
Memorial Day	May 28, 2021 (Only San Diego) <b>and</b> May 31, 2021 (All MPS)
Independence Day	July 2, 2021 (excluding 11 month employees)

\* Falls during Thanksgiving Break

\*\* Falls during Winter Break

\*\*\* Falls during Spring Break

#### School Breaks

All **full-time** exempt employees will receive the following paid school breaks (which may include, and are not in addition to, the School Holiday Schedule above):

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

Typically, **full-time teaching staff/non-classroom based academic positions** 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. Full-time **School-site administrators, classified exempt 12 month 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, temporary, and seasonal employees, and independent contractors, are not compensated during School 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 employees have any questions about their employment classification, they should consult with **MERF Human Resources**.

SCHOOL BREAKS	DATES
<b>Full-time teaching staff:</b>	
Thanksgiving Break	November 23-27, 2020
Winter Break	December 21, 2020 – January 08, 2021 (For San Diego: December 21, 2020 – January 4, 2021)
Spring Break	March 29, 2021 – April 02, 2021 (For Santa Ana: April 5, 2021-April 9, 2021)
<b>School administrators, classified exempt 12 month employees, and MERF employees:</b>	
Thanksgiving Break	November 25-27, 2020
Winter Break	December 23, 2020 – January 08, 2021 (For San Diego: December 23, 2020 – January 4, 2021)
Spring Break	March 31, 2021 – April 2, 2021 (For Santa Ana: April 7, 2021 – April 9, 2021)

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 MERF employees will have two (2) days less off. Full-time, hourly classified staff are only eligible for pay according to the School Holiday Schedule above.

#### Floating Holidays

All full-time MPS Employees are eligible to receive two (2) floating days each school year. Floating Holidays are not vacation days, and cannot be paid out, cashed out, and cannot be rolled over. Floating holidays are provided at the start of each school year.

#### 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.

With the exception of certificated instructional staff (e.g., teachers and non-classroom based academic personnel), all **full-time,\* 12 month** employees accrue vacation from the date of hire at the following accrual rates:

<b>*ELIGIBLE EMPLOYEES</b>	<b>VACATION ACCRUAL</b>	<b>MAX CAP</b>
School Administrators	Hours will accrue per pay period up to 160 hours (8 hours per pay period) per year	240 hours
School Classified Employees	Hours will accrue per pay period up to 120 hours (6 hours per pay period) per year	200 hours
MERF Employees	Hours will accrue per pay period up to 160 hours (8 hours per pay period) per year	240 hours

As a benefit to employees, eligible employees will accrue the maximum vacation time prior to the end of the year to facilitate their use of vacation time before the end of the year. This accelerated accrual does not entitle eligible employees to vacation time above and beyond their yearly accrual, as indicated in the chart above. Vacation time may not be utilized before it is earned. Vacation is rolled over from year to year and is capped at 240 hours for administrators and MERF employees, and 200 hours for full-time classified employees. There is no retroactive grant of vacation compensation for the period of time the accrued vacation compensation was at the cap. Employees who have non-sick related partial or full day absences will have vacation time deducted from their vacation bank commensurate with their time off.

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.

All vacations must be approved in advance by **the direct supervisor of the employee**, who will make reasonable efforts to accommodate employee requests. 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. The School may attempt to have some of its employees stagger vacations in an effort to avoid affecting services.

**\* 11 month employees, including non-classroom based academic employees and teaching staff, do not accrue vacation.**

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.

All full-time and part-time staff will be credited with forty-eight (48) hours of sick leave at the start of the school year. In addition to the credited forty-eight (48) hours, all 11 and 12-month full-time employees will accrue two (2) sick leave hours per pay period. The maximum accrued sick leave is eighty (80) hours per 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.

Employees may roll over up to eighty (80) hours of paid sick leave from year to year.

<b>MPS EMPLOYEE SICK HOURS</b>			
	<b>BEGINNING</b>	<b>ACCRUAL</b>	<b>MAXIMUM ACCRUAL</b>
<b>11-MONTHS FULL-TIME</b>	48 hours	2 hours per pay period	80 hours
<b>12-MONTHS FULL-TIME</b>	48 hours	2 hours per pay period	80 hours
<b>PART-TIME</b>	48 hours	X	N/A
<b>SEASONAL/TEMPORARY</b>	0	1 hour for every 30 hours worked	80 hours

Employees cannot use paid sick leave until the thirtieth (30<sup>th</sup>) 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 for the qualifying purposes stated above. MPS will not tolerate abuse or misuse of sick leave. If an employee is absent longer than three (3) days due to illness, medical evidence of the illness and/or medical certification of the employee's fitness to return to work may be required.

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 may offer to buy back unused paid sick leave days at the employee's rate of pay or \$150 per day, at the School's discretion, by the end of June. Employees must work for the School for at least thirty (30) days of their work year each year 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 new or continuing employees who (1) fail to work for the School for thirty (30) consecutive days of the new work year, or (2) are separated from the School based on misconduct, unprofessionalism, or suspicion of the same. The School does not buy back sick leave from temporary or seasonal employees, such as summer school employees.

#### **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**

	Full-Time						Part-Time (20- 29.99hr/week)	Part-Time (less than 20hr/week)	Temporary/Seasonal			
Status	School Admin Home Office	Classified				Teacher		Classified		Teacher/Classified		
Duration	12- Month	12-Month		11-Month		11-Month		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	NO	NO	NO
Floating Hours	16	16	16	16	16	16	16	NO	NO	NO	NO	NO
Sick Hours	80	80	80	80	80	80	80	48	48	1 hr per 30 hours worked	1 hr per 30 hours worked	1 hr per 30 hours worked
Vacation Hours	160	120	120	NO	NO	NO	NO	NO	NO	NO	NO	NO
Health Benefits (Health, Dental, Vision)	YES	YES	YES	YES	YES	YES	YES	NO	NO	NO	✧	✧
Retirement (STRS, PERS or 401K)	YES	YES	YES	YES	YES	YES	YES	YES	NO	NO	NO	NO
Tuition Reimbursement (BTSA, Master's, Ph.D.)	YES	YES	YES	YES	YES	YES	YES	NO	NO	NO	NO	NO
Paid Time Off (Fall, Spring, Winter Breaks)	YES	YES	YES	YES	YES	YES	YES	NO	NO	NO	NO	NO

✧ Temporary/seasonal employees may be eligible for health benefits and sick leave depending on the length of the assignment and the hours worked, as specified in the Health Benefits section and Paid Sick Leave section of this Handbook.

## 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 employees who select the PPO selection or a greater amount of insurance coverage. The School may provide the employee a stipend payment at the rate of \$150 per month if he or she is enrolled in a separate health insurance benefit program and declines all employer-sponsored health insurance benefits (i.e. medical, vision, and dental) in writing by no later than within the month of August of each year. MPS will not provide a stipend to employees who will receive or have employer-sponsored health insurance coverage through an actively working spouse of MPS.

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

Part-time, and temporary/seasonal 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

Subject to health insurance carrier approval, 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. The employee is responsible for logging into MPS's Human Capital Management System and properly enrolling in any selected plans.

### 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 out of work related to an injury, subject to SDI eligibility requirements. The employee must contact SDI for specific rules and regulations relating to SDI eligibility, and the **MERF Human Resources** may be available to assist.

### Family Leave Insurance

Employees covered by the SDI may also be covered by the California Paid Family Leave Insurance program. Eligible employees are entitled to receive up to eight (8) weeks of wage replacement benefits from the State of California when they suffer a wage loss for taking time off to care for a seriously ill or

injured qualifying family member or to bond with a new child within one (1) year of birth or placement of the child with the employee. Specific rules and regulations relating to Family Leave Insurance are available from SDI, and the **MERF Human Resources** may be able to assist.

### **Life Insurance**

Employee life insurance is provided by MERF. All full-time employees will be covered upon hire, subject to program eligibility requirements. Employees should contact the 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 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 – the employee contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (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 or part-time, 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 reached 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, dies, 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;
- The employee (or his/her 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 the employee (or his/her spouse or child, as applicable) may have;
- MPS stops providing group health benefits;
- The employee (or his/her spouse or child) become entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29)-months due to disability and there has been a final determination that the employee is 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/CFRA leave in any twelve (12) month period for the purposes enumerated below.

#### Employee Eligibility Criteria:

To be eligible for FMLA/CFRA 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 leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of CFRA where the School must only have at least five (5) employees).

#### Events that may Entitle an Employee to FMLA/CFRA Leave:

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA/CFRA 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 each be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.
- 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 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. A qualifying family member may also include a grandparent, grandchild, or sibling for CFRA purposes.
  - 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. CFRA does not provide leave specific to caring for a service member.
  - 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. For CFRA purposes, this may also include a domestic partner.

Amount of FMLA/CFRA Leave Which May Be Taken:

- FMLA/CFRA 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/CFRA 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 may 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 and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.
- If a holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA 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 or CFRA leave entitlement. Similarly, if an employee uses FMLA/CFRA 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 leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

Pay during FMLA/CFRA Leave:

- An employee on FMLA/CFRA leave because of his/her own serious health condition may use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave period. If an

employee is receiving a partial wage replacement benefit during the FMLA/CFRA 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/CFRA leave for baby-bonding or to care for a qualifying family member with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave.
- If an employee has exhausted his/her sick leave, leave taken under FMLA/CFRA shall be unpaid leave.
- The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA or CFRA leave. Sick pay accrues during any period of unpaid FMLA or CFRA 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/CFRA leave, and these provisions may change from time to time. The health benefits of employees on FMLA/CFRA 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/CFRA 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/CFRA 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/CFRA 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/CFRA leave, or other circumstances beyond the control of the employee.

#### Seniority:

An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA/CFRA 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/CFRA 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/CFRA Leave:

- An employee should request FMLA/CFRA 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/CFRA 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 qualifying family member. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA 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/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, 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/CFRA 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/CFRA 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/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA 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/CFRA leave period, an employee 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/CFRA leave.
- When a request for FMLA/CFRA leave is granted to an 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/CFRA 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.

#### Employment during Leave:

No employee, including employees on FMLA/CFRA 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.

## 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

All MPS employees excluding temporary/seasonal 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. Employees should contact the Principal or the Human Resources department to request bereavement leave. All bereavement requests should be in writing to the Principal and Human Resources department.

If any employee requires more than **five (5)** days off for bereavement leave, the employee may request to use 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 the employees 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 the employee. 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. Employees must notify **the Principal (or MERF Human Resources for MERF employees)** of their commitment to act as an 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. The employee must notify **the Principal (or MERF Human Resources for MERF employees)** of their 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 Volunteer Firefighters**

Employees who perform emergency duties as volunteer firefighters, reserve peace officers or emergency rescue personnel will be given reasonable time off from work 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 the employee receives any worker's compensation benefits to which they may be entitled, employees 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 a health care provider regarding the need for workers' compensation disability leave as well as the employee's 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 sixty (60) 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.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee first uses 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.

### **MPS Home Office Staff Members**

Full-time Home Office staff members may be eligible to participate in the Public Employees' Retirement System (PERS), the State Teachers' Retirement System (STRS) or 401(K) Retirement Plan.

### **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.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions or job retention. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, employees will be required to sign the evaluation report simply to acknowledge that it has been presented to them, that the employee discussed it with their **direct supervisor**, and that they are aware of its contents. Employees may also acknowledge receipt of performance evaluations through the 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. 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. The School will not buy back any paid sick leave from new or continuing employees who fail to work for the School for thirty (30) consecutive days of the new work year. Additionally, 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. The School does not buy back sick leave from temporary or seasonal employees, such as summer school employees.

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. Only employees who are not terminated for misconduct or other related conduct are eligible to be paid for sick leave under the policy.

### **References**

All requests for references and employment verifications must be promptly directed to the employee's **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. The School may be required to disclose when an employee has been reported to the CTC for allegations of misconduct. 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 employee questions, suggestions or complaints relating to work, conditions of employment, the School or the treatment of employees. Other than in situations involving harassment (as outlined and described above), the employee must contact **the Principal (or MERF Human Resources for MERF employees)** with questions or concerns. If the situation is not satisfactorily resolved, the employee should contact **MERF Human Resources**, preferably in writing, who may further review 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 the employee's **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.

#### 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 modification replaces any pre-existing policies and Handbooks to the extent they are in conflict.

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):

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

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

\_\_\_\_\_  
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):

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

\_\_\_\_\_  
Signature of Complainant

Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

#### To be completed by School:

Received by: \_\_\_\_\_

Date: \_\_\_\_\_

## Cover Sheet

### Election of Board Members to Magnolia Properties Management, Inc. (MPM)

**Section:** III. Action Items  
**Item:** F. Election of Board Members to Magnolia Properties  
Management, Inc. (MPM)  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Action Item F.pdf



Board Agenda Item #:	III F: Action Item
Date:	January 21, 2021
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“ <b>MPS</b> ”) Board of Directors (the “ <b>Board</b> ”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Patrick Ontiveros, General Counsel & Director of Facilities
RE:	Election of Board Members to Magnolia Properties Management, Inc.

## I. Proposed Recommendation(s)

MPS Staff recommends and moves that the MPS Board adopt the resolutions attached as Exhibit A to remove all existing directors from and elect the following three (3) individuals to the Magnolia Properties Management, Inc. Board of Directors: Haim Beliak, Mekan Muhammedov, and Sandra Covarrubias.

The new Directors shall assume their role immediately upon adoption of the attached resolutions.

## II. Background

Magnolia Properties Management, Inc. (“MPM Inc.”) is a California non-profit public benefit corporation. MPM was formed in 2012 and in the same year received a determination letter from the Internal Revenue Service recognizing it as exempt from taxation under Section 501(a) of the Internal Revenue Code of 1986 (the “Code”) as an organization described in Section 501(c)(3) of the Code. MPM Inc. provides property development and maintenance services for schools operated by Magnolia Public Schools (“MPS”) and was formed as a supporting organization for Magnolia Public Schools. MPM’s mission is to own, operate, and maintain, either directly or as the sole member of a California limited liability company, real estate for use as charter schools. Such facilities are then leased to the various schools operated by Magnolia Public Schools. MPM Inc. is the sole member and manager of three California limited liability companies: MPM Sherman Way LLC, MPM Santa Ana LLC, and MPM San Diego LLC. The Articles of Organization and Bylaws of MPM Inc. are attached as Exhibits B and C, respectively.

Section 3 of Article III of MPM Inc.’s Bylaws provides that MPS as MPM Inc.’s “Sponsor”, acting through its Board of Directors, shall designate the Directors of [MPM Inc.]. Each Director designated by the Sponsor shall serve for such term of office as is designated by the Sponsor.” Further, Section 5 of Article III provides that “[an MPM Inc.] Director may be removed at any time for any reason by the Sponsor.



MPS staff believes that it is in the best interests of MPM Inc. and MPS to remove and replace the existing MPM Inc. Directors with a new set of Directors.

A November 12, 2015 report to the MPS Board, attached as Exhibit D, stated that the “[r]equirements to serve on the MPM board are that the individuals must not be members of the staff of MPS or relatives of the employees of MPS. In addition, no more than one of the three MPM board members may be a member of the MPS board of directors.” However, MPM Inc.’s Bylaws do not set out such requirements. Section 2 of Article III of MPM Inc.’s Bylaws provides as follows:

*No more than 49 percent of the persons serving on the Board may be interested persons. An interested person is (a) any person currently being compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director as Director, and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such a person. However, any violation of the provisions of this paragraph shall not affect the validity or enforceability of any transaction entered into by the corporation.*

The above referenced candidates for the MPM Inc. Board of Directors meet these requirements. Each of the proposed candidates that is associated with MPS, either as a Board Member of MPS or employee of MPS, is not an “interested persons” – that is, none is a “*person currently being compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director as Director.*”

### III. Budget Impacts

There are no budget impacts on MPS or MPM Inc as a result of the actions recommended in this report.

**RESOLUTIONS OF THE BOARD OF DIRECTORS OF MAGNOLIA EDUCATIONAL & RESEARCH  
FOUNDATION DBA MAGNOLIA PUBLIC SCHOOLS**

**January 21, 2021**

**WHEREAS:** Magnolia Educational & Research Foundation dba Magnolia Public Schools (“**MPS**”) is a California nonprofit public benefit corporation and an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986.

**WHEREAS:** Magnolia Properties Management, Inc., a California nonprofit public benefit corporation (“**MPM**”), was formed and is operated exclusively to support MPS.

**WHEREAS:** Section 2 of Article III of MPM’s Bylaws provides as follows:

*The authorized number of Directors shall be not less than 3 nor more than 7, until changed by amendment to these Bylaws. The exact number of authorized Directors shall be fixed within these limits from time to time by Magnolia Educational & Research Foundation, a California nonprofit public benefit corporation (the “Sponsor”).*

**WHEREAS:** Section 3 of Article III of MPM’s Bylaws provides as follows:

*The Sponsor, acting through its Board of Directors, shall designate the Directors of the corporation. Each Director designated by the Sponsor shall serve for such term of office as is designated by the Sponsor.*

**WHEREAS:** Section 2 of Article III of MPM’s Bylaws further provides as follows:

*No more than 49 percent of the persons serving on the Board may be interested persons. An interested person is (a) any person currently being compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director as Director, and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such a person.*

**WHEREAS:** Government Code § 1091.5(a)(8) provides as follows:

*(a) An officer or employee shall not be deemed to be interested in a contract if his or her interest is any of the following:*

January 21, 2021

Page 2 of 5

*(8) That of a noncompensated officer of a nonprofit, tax-exempt corporation, which, as one of its primary purposes, supports the functions of the body or board or to which the body or board has a legal obligation to give particular consideration, and provided further that this interest is noted in its official records.*

*For purposes of this paragraph, an officer is “noncompensated” even though he or she receives reimbursement from the nonprofit, tax-exempt corporation for necessary travel and other actual expenses incurred in performing the duties of his or her office.*

~~WHEREAS: the term of the existing Directors of MPM expires on November 11, 2020.~~

**WHEREAS:** ~~in advance of the aforementioned expiration date~~ MPS desires to remove the existing members of the Board of Directors and replace them with the following individuals (the **“Proposed Directors”**):

Haim Beliak

Mekan Muhammedov

Sandra Covarrubias

**WHEREAS:** each of the Proposed Directors is ~~either~~ a Board Member of MPS ~~or an employee of MPS~~ but is not a “interested person” as defined in MPM’s Bylaws.

~~WHEREAS: on April 23, 2020 the MPS Board of Directors (the **“Board”**) approved the acceptance of the PPP Loan.~~

**NOW, THEREFORE BE IT RESOLVED:** that the Board hereby approves, confirms, and ratifies the designation of aforementioned individuals as directors of MPM, to serve until removed or replaced as provided in the Bylaws of MPM.

**RESOLVED, FURTHER:** that the appropriate officers of MPS are hereby authorized and directed to take such additional actions, to execute and deliver such additional instruments, and to make such further determinations as may be necessary or appropriate to carry into effect the foregoing resolutions.

**RESOLVED, FURTHER:** that MPS ratifies and confirms the acts of its officers, agents or employees taken on behalf of MPS and that all actions heretofore taken by the CEO & Superintendent, CFO, or any other officer of MPS, in connection with or otherwise in contemplation of the foregoing actions, and they hereby are, ratified, confirmed and approved as the acts and deeds of MPS.



January 21, 2021

Page 3 of 5

**RESOLVED, FURTHER:** the Secretary or Assistant Secretary of Magnolia, acting singly or together, be and hereby is and are authorized and directed to execute, acknowledge and deliver a certified copy of these resolutions to any person or agency which may require copies of these resolutions and that the certification of the Secretary or Assistant Secretary as to the signatures of the officers, agents or employees will be binding on MPS.

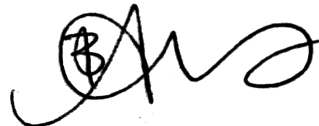
\* \* \*

**CERTIFICATE OF SECRETARY**

I, Barbara Torres, do hereby certify that I am the duly appointed and acting Secretary of Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**Magnolia**"), a California nonprofit public benefit corporation and an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, and do hereby further certify that attached hereto is a full, true and correct copy of certain resolutions of the Board of Directors, duly and regularly passed on January 21, 2020 ~~October 8, 2020~~, by the majority vote of the Board of Directors then in office at a meeting duly held on such date in compliance with the bylaws of Magnolia and California law.

I further certify that said resolutions are still in force and effect and have not been amended or revoked.

**IN WITNESS WHEREOF**, I have hereunto set my hand as Secretary of Magnolia this day of January 21, 2021.       =



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Barbara Torres, Secretary



Exhibit B

ARTICLES OF ORGANIZATION

3443936

**FILED** *Emilio*  
In the Office of the Secretary of State  
of the State of California

JAN 12 2012

ARTICLES OF INCORPORATION  
OF

MAGNOLIA PROPERTIES MANAGEMENT, INC.

ARTICLE I

NAME

The name of this corporation is Magnolia Properties Management, Inc.

ARTICLE II

PURPOSES

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the California Nonprofit Public Benefit Corporation Law for charitable purposes.

B. This corporation is formed, and shall be operated, exclusively for the benefit of, to perform the functions of, and to carry out the purposes of Magnolia Educational & Research Foundation (the "Sponsor"), a California nonprofit public benefit corporation.

The primary purposes of the corporation are to facilitate the development of charter schools; to lease, own, manage, maintain and operate an educational institution; to provide charter school facilities and operational and other support to charter schools; to assist philanthropists and foundations in accelerating the growth of high quality charter schools; and to provide and otherwise obtain or assist in obtaining charter school financing. Additionally, the corporation may engage in any activities that are reasonably related to or in furtherance of its stated charitable and public purposes, or in any other charitable activities.

The corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended ("Code").

ARTICLE III

POWERS

A. This corporation shall have all the powers of a natural person, subject only to limitations imposed by these Articles, the Bylaws of this corporation and applicable laws. Notwithstanding any such powers or any other provision of these Articles, this corporation shall

772964.1

not carry on any activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under Section 501(c)(3) of the Code, or (b) by a corporation contributions to which are deductible under Section 170(c)(2) of the Code. No part of the net income or assets of the corporation shall inure to the benefit of any of its directors, officers or other private persons.

B. No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation (except as otherwise provided in Section 501(h) of the Code), and the corporation shall not participate or intervene (including the publication or distribution of statements) in any political campaign on behalf of (or in opposition to) any candidate for public office.

#### ARTICLE IV

#### DISSOLUTION

All the property and assets of this corporation are irrevocably dedicated to charitable and educational purposes described in Section 501(c)(3) of the Code. Upon the dissolution, winding up or abandonment of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities shall be distributed to one or more organizations then described in Section 501(c)(3) of the Code.

#### ARTICLE V

#### INITIAL AGENT FOR PROCESS

The name and business address in this State of the corporation's initial agent for service of process is:

Mekan Muhammedov  
13950 Milton Ave Ste 200 b  
Westminster, CA 92683

#### ARTICLE VI

#### AMENDMENTS

Any amendment of these Articles of Incorporation must be approved by the Sponsor.

IN WITNESS WHEREOF, for the purpose of forming this nonprofit public benefit corporation under the laws of the State of California, the undersigned has executed these Articles of Incorporation this 12<sup>th</sup> day of January 2012.

  
\_\_\_\_\_  
Varol Gurler, Incorporator

*[Faint, illegible text]*



I hereby certify that the foregoing transcript of 2 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

APR 05 2017 mkk

Date: \_\_\_\_\_

A handwritten signature in cursive script that reads "Alex Padilla".

ALEX PADILLA, Secretary of State



Exhibit C

BYLAWS



**BYLAWS**  
**OF**  
**MAGNOLIA PROPERTIES MANAGEMENT, INC.**

**ARTICLE I**

**OFFICES AND SEAL**

**Section 1. OFFICES.** The principal office for the transaction of the activities and affairs of the corporation shall be at such location within the State of California as the Board of Directors shall from time to time designate. The corporation may also have such other offices within the State of California as the Board of Directors may from time to time establish.

**Section 2. CORPORATE SEAL.** The corporation may adopt and use a corporate seal.

**ARTICLE II**

**NON-MEMBERSHIP CORPORATION**

The corporation shall not have members. Any action which would otherwise require approval of members shall require only approval of the Board of Directors.

**ARTICLE III**

**BOARD OF DIRECTORS**

**Section 1. POWERS.** The powers of the corporation shall be exercised, its property controlled and its activities and affairs conducted by or under the direction of the Board of Directors (the "Board"). The Board may delegate the management of the activities of the corporation to any person or persons, management company, or committee provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

**Section 2. AUTHORIZED NUMBER AND QUALIFICATIONS.** The authorized number of Directors shall be not less than 3 nor more than 7, until changed by amendment to these Bylaws. The exact number of authorized Directors shall be fixed within these limits from time to time by Magnolia Educational & Research Foundation, a California nonprofit public benefit corporation (the "Sponsor").

No more than 49 percent of the persons serving on the Board may be interested persons. An interested person is (a) any person currently being compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director as Director, and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such a person. However, any violation of the provisions of this paragraph shall not affect the validity or enforceability of any transaction entered into by the corporation.

**Section 3. DESIGNATION AND TERM.** The Sponsor, acting through its Board of Directors, shall designate the Directors of the corporation. Each Director designated by the Sponsor shall serve for such term of office as is designated by the Sponsor.

**Section 4. RESIGNATION.** A Director may resign effective upon giving written notice to the Chair, if any, the President, the Secretary, or the Board, unless the notice specifies a later time for the effectiveness of such resignation. No Director may resign if the corporation would be left without a duly elected Director in charge of its affairs.

**Section 5. REMOVAL OF DIRECTORS.** A Director may be removed at any time for any reason by the Sponsor.

**Section 6. VACANCIES.** A vacancy or vacancies on the Board shall be deemed to exist in the event of the death, resignation or removal of any Director, or, if the Board by resolution declares vacant the office of a Director who has been declared of unsound mind by an order of court, or who has been convicted of a felony, or who has been found by final order or judgment of any court to have breached a duty under Part 2, Chapter 2, Article 3 of the California Nonprofit Corporation Law.

In the event of any vacancy on the Board, the vacancy shall be filled by the Sponsor pursuant to Section 3 of this Article III.

**Section 7. COMPENSATION.** The Directors shall serve without compensation for their services as Directors; provided, however, that the Directors may receive reimbursement of expenses actually incurred in connection with the performance of duties as Directors.

**Section 8. MEETINGS.**

(a) Call of Meeting. Meetings of the Board may be called by the Chair, if any, the President, the Secretary or any two (2) Directors.

(b) Place of Meetings. All meetings of the Board shall be held at the principal office of the corporation or at such other place as shall be determined from time to time by resolution of the Board.

(c) Annual Meetings. The annual meeting of the Board shall be held, without call or notice, at the principal office of the corporation or at such other place as shall be determined by resolution of the Board, on such date and at such time as the Board may, from time to time, fix.

(d) Regular Meetings. Regular meetings of the Board may be held, without call or notice, at the principal office of the corporation or at such other place as shall be determined by resolution of the Board, on such date and at such time as the Board may, from time to time, fix.

(e) Special Meetings. Special meetings of the Board may be called by the Chair, if any, the President or the Secretary or any two (2) Directors. Special meetings shall be held on four (4) days prior written notice by first-class mail, postage prepaid, or on forty-eight (48) hours notice delivered personally or by telephone, including a voice messaging system, or by electronic transmission by the corporation. Notice of the special meeting need not be given to any Director who signs a waiver of notice or a written consent to the holding of the meeting or approval of the minutes thereof, whether before or after the meeting, or who attends the meeting without protesting, prior thereto or at its commencement, the lack of such notice to such Director. All such waivers and consents need not specify the purpose of the meeting but shall be filed with the corporate records or made a part of the minutes of the meetings.

(f) Quorum. A majority of the authorized Directors shall constitute a quorum of the Board for the transaction of business.

(g) Transactions of Board. An act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present is the act of the Board, unless a different number, or the same number after disqualifying one or more Directors from voting, is required by law, by the Articles of Incorporation, or by these Bylaws, including but not limited to those provisions relating to (i) approval of contracts or transactions in which a Director has a direct or indirect material financial interest, (ii) appointment of committees, and (iii) indemnification of Directors; provided, however, that any meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of Directors if any action taken is approved by at least a majority of the required quorum for such meeting.

(h) Conduct of Meetings. The Chair, if any, or, in his or her absence, any Director selected by the Directors present, shall preside at meetings of the Board. The Secretary of the corporation or, in the Secretary's absence, any person appointed by the presiding officer, shall act as Secretary and record the minutes of the meeting of the Board.

(i) Participation in Meeting. Directors may participate in a meeting through use of conference telephone or electronic video screen communication. Participation in a meeting through use of conference telephone or electronic video screen communication pursuant to this subsection constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another.

(j) Adjournment. A majority of the Directors present, whether or not a quorum is present, may adjourn any meeting to another time and place. If the meeting is adjourned for more than twenty-four (24) hours, notice of the adjournment to another time or place must be given prior to the time of the adjourned meeting to the Directors who were not present at the time of adjournment.

(k) Electronic Transmission by the Corporation. Electronic transmission by the corporation shall be valid only if:

(i) delivered by (a) facsimile telecommunication or electronic mail when directed to the facsimile number or electronic mail address, respectively, for that recipient on record with the corporation, (b) posting on an electronic message board or network that the corporation has designated for those communications, together with a separate notice to the recipient of the posting, which transmission shall be validly delivered upon the later of the posting or delivery of the separate notice thereof, or (c) other means of electronic communication,

(ii) to a recipient who has provided an unrevoked consent to the use of those means of transmission for communications, and

(iii) that creates a record that is capable of retention, retrieval, and review, and that may thereafter be rendered into clearly legible tangible form.

**Section 9. ACTION WITHOUT MEETING.** Any action required or permitted to be taken by the Board may be taken without a meeting if all Directors individually or collectively consent in writing to that action and if, subject to subdivision (a) of Section 5224 California Corporations Code, the number of directors then in office constitutes a quorum. The written consent or consents shall be filed with the minutes of the proceedings of the Board. The action by written consent shall have the same force and effect as a unanimous vote of the Directors. For purposes of purposes of this Section 9 only, “all Directors” does not include an “interested director” as defined in subdivision (a) of Section 5233 of the California Corporations Code or a “common director” as described in subdivision (b) of Section 5234 of the California Corporations Code who abstains in writing from providing consent, where (1) the facts described in paragraph (2) or (3) of subdivision (d) of such Section 5233 are established or the provisions of paragraph (1) or (2) of subdivision (a) of such Section 5234 are satisfied, as appropriate, at or prior to execution of the written consent or consents, (2) the establishment of those facts or satisfaction of those provisions, as applicable, is included in the written consent or consents executed by the noninterested or noncommon Directors or in other records of the corporation, and (3) the noninterested or noncommon Directors, as applicable, approve the action by a vote that is sufficient without counting the votes of the interested Directors or common Directors.

#### **ARTICLE IV**

#### **COMMITTEES**

**Section 1. COMMITTEES GENERALLY.** The Board may appoint executive, standing or special committees, consisting of two (2) or more Directors for any purpose defined by these Bylaws or determined by the Board. When such committees are composed solely of Directors, the Board may delegate to such committees any of the power and authority of the Board, except the power and authority to (i) fill vacancies on the Board or in any committee which has the authority of the Board; (ii) fix compensation of the Directors for serving on the Board or on any committee; (iii) amend or repeal these Bylaws or adopt new Bylaws; (iv) amend or repeal any resolution of the Board which by its express terms is not so amendable or repealable; (v) appoint committees of the Board or the members thereof; (vi) expend corporate funds to support a nominee or applicant for Director; (viii) approve of any self-dealing transaction except as provided by law; or (ix) take any actions that would have required approval of the members if the corporation had members regardless of the fact that it does not have members. Committees which are composed solely of Directors and

to which the powers of the Board are delegated shall have power to act only in intervals between meetings of the Board and shall at all times be subject to the control of the Board.

**Section 2. MEETINGS OF COMMITTEES.** Unless otherwise provided in these Bylaws, the Board, or if the Board does not act, the committees, shall establish rules and regulations for meetings generally conforming to those set forth in Article III hereof and shall meet at such times as are deemed necessary. Committees shall keep regular minutes of proceedings and report the same to the Board from time to time as the Board may require.

**Section 3. STANDING AND SPECIAL COMMITTEES.** The standing committees of the Board shall consist of an Audit Committee and such other standing committees as the Board may authorize from time to time. Special committees may also be authorized by action of the Board. Any committee composed of persons one or more of whom are not Directors may act solely in an advisory capacity to the Board.

**Section 4. AUDIT COMMITTEE.** The Audit Committee may include persons who are not members of the Board, but the member or members of the Audit Committee shall not include any members of the staff of the corporation, including the President and the Treasurer. If the corporation has a Finance Committee, members of the Finance Committee shall constitute less than one-half of the Audit Committee, and the chair of the Audit Committee may not be a member of the Finance Committee. Members of the Audit Committee shall not receive any compensation from the corporation and shall not have a material financial interest in any entity doing business with the corporation. Subject to the supervision of the Board, the Audit Committee shall be responsible for recommending to the Board the retention and termination of the independent auditor and may negotiate the independent auditor's compensation, on behalf of the Board. The Audit Committee shall confer with the auditor to satisfy its members that the financial affairs of the corporation are in order, shall review and determine whether to accept the audit, shall assure that any nonaudit services performed by the auditing firm conform with standards for auditor independence, and shall approve performance of nonaudit services by the auditing firm.

**Section 5. APPOINTMENT.** The chair and members of a committee shall be appointed by a majority vote of the Directors then in office.

**Section 6. TERM OF OFFICE.** The chair and each member of all standing committees shall serve until the next annual meeting of the Board and until his or her successor is appointed, or until such committee is sooner terminated, or until he or she is removed, resigns, or otherwise ceases to qualify as a chairperson or member of the committee, as the case may be.

**Section 7. VACANCIES.** Vacancies on any committee may be filled for the unexpired portion of the term in accordance with Section 5 of this Article IV.

**Section 8. REMOVAL OF MEMBERS.** The Board may remove, with or without cause, a member or members of any committee.

**Section 9. QUORUM AND VOTING.** A majority of the members of a committee shall constitute a quorum and any transaction of a committee shall require a majority vote of the members present at a meeting at which a quorum is present or be approved by the unanimous written consent of all members of the committee.

## **ARTICLE V**

### **OFFICERS**

**Section 1. NUMBER AND TITLE OF OFFICERS.** The officers of the corporation shall be a President, a Secretary, a Chief Financial Officer (the “Treasurer”), and such other officers, with such titles and duties as shall be determined by the Board. Any number of offices may be held by the same person, except that no person serving as the Secretary or the Treasurer may serve concurrently as the President.

**Section 2. ELECTION OF OFFICERS.** The officers of the corporation shall be chosen by and serve at the pleasure of the Board, subject to the rights, if any, of an officer under any contract of employment. Officers shall be eligible for re-election without limitation on the number of terms they may serve. Officers need not be members of the Board except that the Chair, if any, must be a Director. Each officer shall hold office until the next Annual Meeting and until each such officer’s successor is elected and qualifies.

**Section 3. SUBORDINATE OFFICERS; ASSISTANTS.** The Board may appoint such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in these Bylaws or as the Board may from time to time determine.

**Section 4. REMOVAL AND RESIGNATION OF OFFICERS.** Any officer may be removed, either with or without cause, by the vote of the Board.

Any officer may resign (without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party) at any time by giving written notice to the corporation. Any resignation shall take effect on the date of the receipt of such notice or at any later time specified therein and, unless otherwise specified therein, the acceptance of any resignation shall not be necessary to make it effective.

**Section 5. VACANCIES IN OFFICES.** A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to that office.

**Section 6. CHAIR.** The Board may appoint a Chair. The Chair, if any, shall be selected from the Directors and shall, if present, preside at all meetings of the Board. The Chair shall exercise and perform such other powers and duties as may from time to time be assigned to him or her by the Board or prescribed by the Bylaws.

**Section 7. PRESIDENT AND CHIEF EXECUTIVE OFFICER.** Subject to the control of the Board, the President shall be the Chief Executive Officer and general manager of the corporation and shall have general supervision, direction and control of the business and officers of the corporation. He or she shall have the general power and duties of management usually vested in the office of Chief Executive Officer of a corporation and shall have such other powers or duties as may be prescribed by the Board or these Bylaws. Subject to such limitations as may be imposed by the Board, any powers or duties vested in the President may be delegated by him or her to such subordinates as he or she may choose.

**Section 8. SECRETARY.** The Secretary shall keep or cause to be kept at the principal executive office or at such other place as the Board may direct, a book of minutes of all meetings and actions of the Board and committees of Directors, with the time and place of holding, whether regular or special, and, if special, how authorized, the notice given, the names of those present at Directors' meetings or committee meetings and the proceedings.

The Secretary shall give, or cause to be given, notice of all meetings of the Board required by these Bylaws or by law to be given, he or she shall keep the seal of the corporation, if the corporation shall adopt one, in safe custody, and he or she shall have such other powers and perform such other duties as may be prescribed by the Board or by these Bylaws.

**Section 9. TREASURER.** The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts or disbursements. The books of account shall at all reasonable times be open to inspection by any Director.

The Treasurer shall deposit or cause to be deposited all monies and other valuables in the name and to the credit of the corporation with such depositaries as may be designated by the Board and shall have the authority to execute and affix the endorsement of the corporation upon any negotiable instrument for the purpose of making any such deposit. He or she shall render to the Board, whenever it requests it, an account of all of his or her transactions as Treasurer and of the financial condition of the corporation and shall have such other powers and perform such other duties as may be prescribed by the Board or these Bylaws.

**Section 10. APPROVAL OF COMPENSATION.** The Board or an authorized committee of the Board shall review and approve the compensation, including benefits, of the President and the Treasurer to assure that it is just and reasonable. This review and approval shall occur initially upon the hiring of the officer, whenever the term of employment, if any, of the officer is renewed or extended, and whenever the officer's compensation is modified. Separate review and approval shall not be required if a modification of compensation extends to substantially all employees.

The Board may review and approve the compensation, including benefits, of all officers of the corporation and other persons to ensure that no taxes are imposed under Section 4958 of the Internal Revenue Code of 1986, as amended.

## **ARTICLE VI**

### **INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES, AND OTHER AGENTS**

**Section 1. INDEMNIFICATION.** The corporation shall, to the maximum extent permitted by the California Nonprofit Corporation Law, indemnify each of its agents against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with any proceeding arising by reason of the fact that any such person is or was an agent of the corporation. For purposes of this Article VI, an "agent" of the corporation means any person who is or was a Director, officer, or employee of the corporation, or any such person who is or was

serving at the request of the corporation as a director, trustee, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise.

**Section 2. INSURANCE.** The Board may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not this corporation would have the power to indemnify the agent against that liability under the provisions of this Article VI.

## ARTICLE VII

### CORPORATE RECORDS AND REPORTS

**Section 1. CORPORATE RECORDS.** The corporation shall keep adequate and correct records of account and minutes of the proceedings of its Board and committees of the Board. The minutes shall be kept in written form. Other books and records shall be kept in either written form or in any other form capable of being converted into written form.

**Section 2. INSPECTION.** Each Director shall have the absolute right to inspect at any reasonable time all books, records and documents of every kind and the physical properties of the corporation and each of its subsidiary corporations. Any inspection by a Director may be made in person or by an agent or attorney and the right of inspection includes the right to copy and makes extracts of documents.

**Section 3. ANNUAL REPORT.** The Board shall cause an annual report to be sent to each Director within one hundred twenty (120) days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail, for the fiscal year:

- (a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds;
- (c) The revenues or receipts of the corporation, both unrestricted and restricted to particular purposes;
- (d) The expenses or disbursements of the corporation for both general and restricted purposes; and
- (e) Any information required by Section 4 of this Article VII.

The annual report shall be accompanied by any report thereon of independent accountants or, if there is no such report, by the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records. The report shall be prepared, audited, and made available in the manner required by paragraph (1) of subdivision (e) of Section 12586 of the Government Code, if applicable.



This requirement of an annual report shall not apply if the corporation receives less than \$25,000 in gross receipts during the fiscal year; provided, however, that the information specified above for inclusion in an annual report must be furnished annually to all Directors who request it in writing.

**Section 4. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATION.** The corporation shall furnish annually to each Director a statement of any transaction or indemnification described in California Corporations Code Section 6322, if such transaction or indemnification took place. Such annual statement shall be affixed to and sent with the annual report described in Section 3 of this Article VII.

## ARTICLE VIII

### GENERAL CORPORATE MATTERS

**Section 1. VOTING SHARES.** The corporation may vote any and all shares of stock held by it in any other corporation by such officer, agent, or proxy as the Board may appoint, or in default of any such appointment by the President or Treasurer and, in such case, such officers, or any of them, may likewise appoint a proxy to vote such shares.

**Section 2. CHECKS, DRAFTS, EVIDENCES OF INDEBTEDNESS.** All checks, drafts or other orders for payment of money or notes or other evidences of indebtedness shall be issued or endorsed by such person or persons and in such manner as shall be determined from time to time by resolution of the Board.

**Section 2. CORPORATE CONTRACTS, ETC., HOW EXECUTED.** The Board, except as otherwise provided in these Bylaws, may authorize any officer or officers or agent or agents in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances, and, unless so authorized or ratified by the Board or within the agency power of an officer, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or for any amount.

## ARTICLE IX

### AMENDMENTS

**Section 1. AMENDMENT.** These Bylaws may be altered, amended or repealed and new Bylaws adopted by the Board with the written consent of the Sponsor.



Exhibit D

NOVEMBER 12, 2015 BOARD OF DIRECTORS REPORT



# MAGNOLIA PUBLIC SCHOOLS

## Board Of Directors

Board Agenda Item #	III F
Date:	November 12, 2015
To:	MPS Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Caprice Young, Ed.D., CEO & Superintendent
RE:	Magnolia Properties Management, Inc. Board Appointments

### Proposed Board Recommendation

Accept the resignation of Ismail Hakki Karaman, Mekan Muhammedov, and Melik Sayin from the board of Magnolia Properties Management, Inc., and appoint Serdar Orazov, John Helgeson and Johnathan Williams to the board.

### Background

Magnolia Properties Management, Inc. (“MPM”), a California nonprofit public benefit corporation is the sole member of MPM Sherman Way LLP, the legal entity holding the tax-exempt bonds used to finance the Magnolia Science Academy facility purchase through the California State Financing Authority. MPM was formed in 2012 and in the same year received a determination letter from the Internal Revenue Service recognizing it as exempt from taxation under Section 501(a) of the Internal Revenue Code of 1986 (the “Code”) as an organization described in Section 501(c)(3) of the Code. MPM provides property development and maintenance services for schools operated by Magnolia Public Schools (MERF) and was formed as a supporting organization for Magnolia Public Schools. MPM’s mission is to own, operate, and maintain, either directly or as the sole member of a California limited liability company, real estate for use as charter schools. Such facilities are then leased to the various schools operated by Magnolia Public Schools.

According to the bylaws of MPM, the MPS board is responsible for appointing the members of the MPM board. As the current members of the MPM board are no longer able to continue in their capacity, the MPS board must reappoint new board members to govern MPM.

Requirements to serve on the MPM board are that the individuals must not be members of the staff of MPS or relatives of the employees of MPS. In addition, no more than one of the three MPM board members may be a member of the MPS board of directors. The MPM board is a completely independent decision making body from MPS. The responsibilities of the MPM board include arranging for and approving the annual audit of MPM, and reviewing and approving decisions necessary to insure the financial integrity of MPM. The MPM board is staffed by the CEO and CFO of MPS, and outside counsel Neal Millard of Musik Peeler. The Directors and Officers insurance will be updated to reflect the change in board membership.

The biographies of the proposed board members are below:



# MAGNOLIA PUBLIC SCHOOLS

13950 Milton Ave. 200B Westminster, CA 92683

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

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Serdar Orazov is the Controller of the Church Divinity School of the Pacific (Graduate School) in Berkeley, CA. He has ten years of experience in finance and operations in the private and public sector, including the Magnolia Public Schools where he served as a business manager and senior accountant for six years. He holds an MBA from Moscow Aviation Institute (State Technical University) and a BS in textile engineering from International University in Ashgabat, Turkmenistan.

John Helgeson is the Executive Vice President of Strategic Planning and Growth of the Learn 4 Life charter schools. He has more than twenty years in private and public school development and finance, having been a co-Founder of Charter School Capital in 2004 after serving in development officer roles for the University of Southern California and the Webb School. He earned his BA from the University of California, Berkeley.

Johnathan Williams is the Chief Executive Officer/Co-Founder of The Accelerated School. During his distinguished career in education, he has served as a Commissioner of the Los Angeles City Recreation and Parks Commission, a Board Member of the California State Board of Education, and a founding Board Member of the California Charter Schools Association. He earned his BA and teaching credential from the University of California, Los Angeles.

## Budget Implications

No budget implications

## Name of Staff Originator:

Caprice Young, CEO and Superintendent

## Attachments

None

## Cover Sheet

### Approval of Revised MPS Finance & Governance/Nominating Board Committee Structure

**Section:** III. Action Items  
**Item:** G. Approval of Revised MPS Finance &  
Governance/Nominating Board Committee Structure  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Action Item G.pdf



Board Agenda Item #	III G: Action Item
Date:	January 21, 2021
To:	MPS Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Dr. Yapanel, MPS Board Vice-Chair
RE:	Revised MPS Finance & Governance/Nominating Committee Structures

### Proposed Board Motion

I move that the board approve the changes to the MPS Finance & Governance/Nominating Committee Board Structures to take affect January 22, 2021 to be as follows:

- Finance Committee:** Mr. Serdar Orazov's seat will be replaced by Dr. Salih Dikbas as the new Chair of the Finance Committee with the addition of Haim Beliak as a Board Committee member. Mr. Mekan Muhammedov will remain in the Committee and Dr. Umit Yapanel will serve as an alternate.
- Governance/Nominating Committee:** Haim Beliak's seat will be replaced by Ms. Sandra Covarrubias as a new Board Committee member. Dr. Umit Yapanel will remain in the Committee as the Board Committee Chair and Dr. Salih Dikbas will remain as a Board Committee member. Ms. Diane Gonzalez will serve as an alternate.

### Background

- Mr. Serdar Orazov resigned his board membership on July 25, 2020. This left the Finance Committee without a Chair, which will now be filled by Dr. Salih Dikbas. In addition, Haim Beliak will be assigned to the Finance Committee and removed from the Governance/Nominating Committee. In order to accommodate for the vacant seat in the Governance/Nominating Committee, Ms. Sandra Covarrubias will fill in the seat. This will ensure three (3) Board Members to each Committee.

Below is the previous Board Committee Structure:

Magnolia Public Schools Board of Directors Committees						
	Academic	Audit/Facilities	Finance	Governance	Stakeholder	
Haim Beliak	X	X		X		3
Serdar Orazov			Chair			1
Mekan Muhammedov		Chair	X			2
Diane Gonzalez		X			Chair	2
Sandra Covarrubias	Chair				X	2
Salih Dikbas	X		X	X		3
Umit Yapanel				Chair	X	2
<b>Alternate</b>	Diane	Sandra	Umit	Diane	Haim	

Updated Board Committee Structure with the Finance & Governance/Nominating Committee changes:

<b>Magnolia Public Schools</b>						
<b>Board of Directors Committees</b>						
	<b>Academic</b>	<b>Audit/Facilities</b>	<b>Finance</b>	<b>Governance</b>	<b>Stakeholder</b>	
Haim Beliak	X	X	X			3
Mekan Muhammedov		Chair	X			2
Diane Gonzalez		X			Chair	2
Sandra Covarrubias	Chair			X	X	3
Salih Dikbas	X		Chair	X		3
Umit Yapanel				Chair	X	2
<b>Alternate</b>	Diane	Sandra	Umit	Diane	Haim	