



Magnolia Public Schools

Regular Board Meeting

Date and Time

Thursday October 14, 2021 at 6:30 PM PDT

Location

<https://zoom.us/j/92340840399?pwd=TGFTLzM4cVI3SzBpVVRzQUxtb2svdz09>

Meeting ID: 923 4084 0399

Passcode: 445864

One tap mobile: +16699009128,,92340840399# US (San Jose)

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. Pursuant to AB 361 members of the public may address the Board during the Public Comment period on the day of the board meeting without the need to complete a public speaker form. We limit individual speakers to three (3) minutes and speakers with interpreters to six (6) minutes. For any questions regarding this meeting email board@magnoliapublicschools.org or call 213-628-3634 Ext. 100.

Board Members:

Ms. Sandra Covarrubias, Chair

Dr. Umit Yapanel, Vice-Chair

Dr. Salih Dikbas

Ms. Diane Gonzalez

Mr. Mekan Muhammedov

CEO & Superintendent:

Mr. Alfredo Rubalcava

Agenda

| | Purpose | Presenter | Time |
|--|-----------------|----------------------------|----------------|
| I. Opening Items | | | 6:30 PM |
| 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 CEO & Superintendent and Board Members | | | 5 m |
| F. Approval of Minutes from MPS Regular Board Meeting - September 9, 2021 | Approve Minutes | | 1 m |
| G. Approval of Minutes from MPS Special Board Meeting - September 23, 2021 | Approve Minutes | | 1 m |
| II. Closed Session | | | 6:45 PM |
| A. Public Announcement of Closed Session | FYI | | 1 m |
| B. Conference with Real Property Negotiators (§54956.8) Property: Magnolia Science Academy-1 (18140 & 18160 Sherman Way) | | | 30 m |
| C. Public Employment (§ 54957) | | | 15 m |
| D. Report Out of Closed Session | FYI | | 1 m |
| III. Consent Items | | | 7:32 PM |
| A. Approval of 2021-22 Compliance Monitoring and Certification of Board Compliance Review for MSA-4, 6, 7, and Bell | Vote | D.Yilmaz | 3 m |
| B. Approval of 2021-22 Compliance Monitoring and Certification of Board Compliance Review for MSA-Santa Ana | Vote | D.Yilmaz | 3 m |
| IV. Action Items | | | 7:38 PM |
| A. Approval of AG Construction to Provide Services for all Magnolia Public Schools | Vote | Audit/Facilities Committee | 10 m |
| B. Approval of Magnolia Public Schools Revised Independent Study Policy | Vote | E.Acar | 10 m |
| V. Information/Discussion Items | | | 7:58 PM |
| A. MPS Suspension/Expulsion Procedure & Positive Behavioral Intervention Strategies (PBIS) | Discuss | J.Hernandez | 10 m |
| B. Enrollment Update | Discuss | B.Lopez | 5 m |
| C. Review & Discussion of Significant Disproportionality Comprehensive Coordinated | Discuss | E.Acar | 10 m |

| | Purpose | Presenter | Time |
|--|----------------|------------------|----------------|
| Early Intervening Services (CCEIS) Plan for Magnolia Science Academy 1 | | | |
| VI. Closing Items | | | 8:23 PM |
| A. Adjourn Meeting | Vote | | 1 m |

Coversheet

Approval of Minutes from MPS Regular Board Meeting - September 9, 2021

| | |
|-----------------------------------|---|
| Section: | I. Opening Items |
| Item: September 9, 2021 | F. Approval of Minutes from MPS Regular Board Meeting - |
| Purpose: | Approve Minutes |
| Submitted by: | |
| Related Material: | Minutes for Regular Board Meeting on September 9, 2021 |

APPROVED



Magnolia Public Schools

Minutes

Regular Board Meeting

Date and Time

Thursday September 9, 2021 at 6:00 PM

Location

<https://zoom.us/j/99252546111?pwd=Qys2Nmd4TGR0emRZVzAwUE9tT0lpQT09>

Meeting ID: 992 5254 6111 **Passcode:** 983882

One tap mobile: +16699009128,,99252546111# US (San Jose)

Board Members:

Ms. Sandra Covarrubias, Chair

Dr. Umit Yapanel, Vice-Chair

Dr. Salih Dikbas

Ms. Diane Gonzalez

Mr. Mekan Muhammedov

CEO & Superintendent:

Mr. Alfredo Rubalcava

Directors Present

D. Gonzalez (remote), M. Muhammedov (remote), S. Covarrubias (remote), S. Dikbas (remote), U. Yapanel (remote)

Directors Absent

None

Directors who arrived after the meeting opened

M. Muhammedov

Directors who left before the meeting adjourned

M. Muhammedov

I. Opening Items

A. Call the Meeting to Order

S. Covarrubias called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Sep 9, 2021 at 6:07 PM.

B. Record Attendance and Guests

Refer to attendance information stated above.

C. Approval of Agenda

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

D. Gonzalez seconded the motion.

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

Roll Call

| | |
|----------------|--------|
| M. Muhammedov | Absent |
| U. Yapanel | Aye |
| S. Dikbas | Aye |
| S. Covarrubias | Aye |
| D. Gonzalez | Aye |

D. Public Comments

No public comments were given at this time.

E. Announcements from CEO & Superintendent and Board Members

A.Rubalcava, CEO & Superintendent, announced that he would provide further comments during the presentation of the items in the agenda. A video from Magnolia Science Academy-6 was showcased. It was announced that S.Orazov would be departing from Magnolia Public Schools and would no longer serve as the Chief Financial Officer. H.Ciftci, was introduced as the Interim Chief Financial Officer. Staff and Board thanked S.Orazov for his commitment to Magnolia Public Schools.

F. Approval of Minutes from MPS Regular Board Meeting - August 10, 2021

D. Gonzalez made a motion to approve the minutes from Regular Board Meeting on 08-10-21.

U. Yapanel 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 |
| M. Muhammedov | Absent |

G. Approval of Minutes from MPS Regular Board Meeting - August 12, 2021

D. Gonzalez made a motion to approve the minutes from Regular Board Meeting on 08-12-21.

U. Yapanel seconded the motion.

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

Roll Call

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

H. Approval of Minutes from MPS Special Board Meeting - August 19, 2021

D. Gonzalez made a motion to approve the minutes from Special Board Meeting on 08-19-21.

U. Yapanel seconded the motion.

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

Roll Call

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

II. Closed Session

A. Public Announcement of Closed Session

S.Covarrubias announced that the Board would be going into Closed Session to discuss conference with legal counsel-anticipated litigation and public employment and would report out any actions taken.

B. Conference with Legal Counsel - Anticipated Litigation §54956.9(b): 1 case

This item was discussed in Closed Session.

M. Muhammedov arrived at 6:29 PM.

C. Public Employment (§ 54957)

This item was discussed in Closed Session.

D. Report Out of Closed Session

S.Covarrubias announced in Open Session at 6:41pm that the Board instructed staff to follow-up on several items.

III. Consent Items

A. Approval of Revised Home Visit Policy

S. Covarrubias made a motion to approve the revised Magnolia Public Schools Home Visit Policy.

M. Muhammedov seconded the motion.

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

Roll Call

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

B.

Approval of Revised Certification of Signatures Form for Charter School Funds Distribution Authorization

S. Covarrubias made a motion to approve the revised 2021-22 Certification of Signatures Form for Charter School Funds Distribution Authorization. Signatures will be effective September 10, 2021 through June 30, 2022. Signatories will include the CEO & Superintendent, Interim CFO, COO and MPS Board Members. M. Muhammedov seconded the motion.

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

Roll Call

| | |
|----------------|-----|
| D. Gonzalez | Aye |
| S. Covarrubias | Aye |
| M. Muhammedov | Aye |
| U. Yapanel | Aye |
| S. Dikbas | Aye |

IV. Discussion/Information Items

A. Academic Update

E.Acar, Chief Academic Officer and the Academic Department staff presented comprehensive academic updates which included school openings, upcoming events and activities, Independent Study, support to students and average daily attendance data. Board Members questions were addressed by staff. U.Yapanel, Vice-Chair, recognized College Counselors, teachers and staff for the continued work and support to students.

M. Muhammedov left at 7:06 PM.

B. Enrollment Update

B.Lopez, Chief External Officer presented the current and projected enrollment numbers for all MPS school sites including Independent Study enrollment tracker. The Accountability Department alongside the MPS school site office staff update the enrollment tracker. The recruitment strategies plan was presented to introduce the steps on engaging and reaching out to families. Board Members questions were addressed by staff.

M. Muhammedov arrived at 7:23 PM.

C. Human Resources Update

D.Hajmeirza, Director of Human Resources provided staffing data information for the 2021 school year. Updates included school site and MERF retention rates, turn over data and mandatory trainings required for all and specific staff members. Board Members questions were addressed by staff.

D. Update on Shade Structure Project for Magnolia Science Academy-1 High School Building

The Audit/Facilities Committee were given this update on the September 8, 2021 meeting. M.Sahin, MPS Project Manager presented the completion of the Magnolia Science Academy-1 shade structure. Visuals were shown to the Board and public. Board Members questions were addressed by staff.

V. Action Items

A.

Approval of 2020-21 Unaudited Actuals

H.Ciftci, Interim Chief Financial Officer and Matthew from Delta Managed Solutions (DMS), detailed the 2020/2021 unaudited actuals for all school sites and MERF which represent the complete prior fiscal year's financial activities following all year-end closing activities. The fiscal condition of the organization was provided. Board Members questions were addressed by staff.

M. Muhammedov made a motion to approve of the FY 2020/2021 Unaudited Actuals Report for Magnolia Public Schools.

U. Yapanel seconded the motion.

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

Roll Call

| | |
|----------------|-----|
| D. Gonzalez | Aye |
| S. Dikbas | Aye |
| U. Yapanel | Aye |
| M. Muhammedov | Aye |
| S. Covarrubias | Aye |

B. Approval of Updated MPS Health and Safety Policy and Injury and Illness Prevention Program ("IIPP") COVID-19 Addendum

D.Hajmeirza, Director of Human Resources provided updates to the Health & Safety Policy and IIPP COVID-19 Addendum based on the most recent county and California Department of Public Health guidance. Young, Minney & Corr, LLP updated the policy to conform to the standards and practices in the latest guidance. Visiting school sites procedures would be shared to the Board. Board Members questions were addressed by staff.

D. Gonzalez made a motion to the updated MPS Health & Safety Policy alongside the Injury and Illness Prevention Program ("IIPP") COVID-19 addendum.

U. Yapanel seconded the motion.

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

Roll Call

| | |
|----------------|-----|
| M. Muhammedov | Aye |
| S. Dikbas | Aye |
| U. Yapanel | Aye |
| D. Gonzalez | Aye |
| S. Covarrubias | Aye |

C. Approval of the Receipt of the Arts Ed Collective - Advancement Matching Grant

I.Soto, Director of Development and Communications congratulated Magnolia Science Academy-3 specifically R.Thomas, Dean of Students for securing a grant for their school. The Arts Ed Collective-Advancement Grant has been received by Magnolia for the past few years. The grant would allow MPS to move forward the Arts Teacher on Special Assignment (TOSA) in alignment with MPS strategic arts plan. The grant would involve coaching for Arts TOSA's and training to continue the sustainability of the Art Leads program.

U. Yapanel made a motion to approve and accept the receipt of the Arts Ed Collective - Advancement Matching Grant for Magnolia Public Schools in the amount of \$14,400.

D. Gonzalez seconded the motion.

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

Roll Call

| | |
|-------------|-----|
| D. Gonzalez | Aye |
|-------------|-----|

Roll Call

U. Yapanel Aye
S. Covarrubias Aye
M. Muhammedov Aye
S. Dikbas Aye

D. Approval of Procopio as a Legal Services Provider

P.Ontiveros, General Counsel & Director of Facilities presented the recommended approval of Procopio as an additional legal services provider for employment law matters in response to the need from the Human Resources Department. Board Members questions were addressed by staff.

U. Yapanel made a motion to approve Procopio, a national law firm with offices in Los Angeles and with a charter school practice, to provide services to MPS and its schools as the need may arise.

D. Gonzalez seconded the motion.

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

Roll Call

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

E. Approval for Pacific Charter School Development to serve as a partner on the MSA-7 Expansion Project

The item was presented in the Audit/Facilities Committee meeting on September 8, 2021. M.Muhammedov, Board Member & Chair for the Audit/Facilities Committee reported on the Magnolia Science Academy-7 expansion project. Board Members questions were addressed by staff.

M. Muhammedov made a motion to approve the selection of Pacific Charter School Development, Inc. ("PCSD"), a California non-profit public benefit corporation, to provide certain project management services for the expansion of enrollment at MSA-7 and related entitlement and construction phases for a total cost not to exceed \$138,000 and further approves that MPS Staff be authorized to negotiate and sign a professional services contract for said services in such form as MPS Staff may deem appropriate and in the best interests of MPS.

D. Gonzalez seconded the motion.

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

Roll Call

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

F. Approval of Wall Construction at Magnolia Science Academy-1 and Selection of Vendor

The item was presented in the Audit/Facilities Committee meeting on September 8, 2021. M.Muhammedov, Board Member & Chair for the Audit/Facilities Committee reported on the Magnolia Science Academy-1 site improvement project proto II type wall. Board Members questions were addressed by staff.

M. Muhammedov made a motion to approve (1) the selection of ISAAC-BODNER CONSTRUCTION for the proto II wall construction that is a part of the

Magnolia Science Academy—1 (“MSA 1”) middle school parking lot site improvement project (the “Project”) and to spend up to \$76,900 on said project and (2) the execution of a contract that Staff may negotiate with such vendor. U. Yapanel seconded the motion.

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

Roll Call

| | |
|----------------|-----|
| D. Gonzalez | Aye |
| M. Muhammedov | Aye |
| U. Yapanel | Aye |
| S. Covarrubias | Aye |
| S. Dikbas | Aye |

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:44 PM.

Respectfully Submitted,
S. Covarrubias

Coversheet

Approval of Minutes from MPS Special Board Meeting - September 23, 2021

| | |
|------------------------------------|---|
| Section: | I. Opening Items |
| Item: September 23, 2021 | G. Approval of Minutes from MPS Special Board Meeting - |
| Purpose: | Approve Minutes |
| Submitted by: | |
| Related Material: | Minutes for Special Board Meeting on September 23, 2021 |

APPROVED



Magnolia Public Schools

Minutes

Special Board Meeting

Date and Time

Thursday September 23, 2021 at 6:00 PM

Location

<https://zoom.us/j/99836755469?pwd=eUZPTIJ0TU4wVExJOUU4RVIHckRDdz09>

Meeting ID: 998 3675 5469 **Passcode:** 004051

One tap mobile: +16699009128,,99836755469# US (San Jose)

Board Members:

Ms. Sandra Covarrubias, Chair

Dr. Umit Yapanel, Vice-Chair

Dr. Salih Dikbas

Ms. Diane Gonzalez

Mr. Mekan Muhammedov

CEO & Superintendent:

Mr. Alfredo Rubalcava

Directors Present

M. Muhammedov (remote), S. Covarrubias (remote), U. Yapanel (remote)

Directors Absent

D. Gonzalez, S. Dikbas

I. Opening Items**A. Call the Meeting to Order**

S. Covarrubias called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Sep 23, 2021 at 6:04 PM.

B.

Record Attendance and Guests

Refer to attendance information stated above.

C. Approval of Agenda

S. Covarrubias made a motion to approve the agenda as presented.

U. Yapanel seconded the motion.

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

Roll Call

| | |
|----------------|--------|
| S. Covarrubias | Aye |
| S. Dikbas | Absent |
| U. Yapanel | Aye |
| M. Muhammedov | Aye |
| D. Gonzalez | Absent |

D. Public Comments

No public comments were given at this time.

E. Announcements from CEO & Superintendent and Board Members

Staff presented media coverage highlighting Magnolia Science Academy-1.

II. Closed Session

A. Public Announcement of Closed Session

S.Covarrubias announced that the Board would be going into Closed Session in regards to conference with real property negotiators for Magnolia Science Academy-1 and would report out any actions taken.

B. Conference with Real Property Negotiators (§54956.8) Property: Magnolia Science Academy-1 (18140 & 18160 Sherman Way)

This item was discussed in Closed Session.

C. Report Out of Closed Session

S.Covarrubias announced in Open Session at 7:11pm they discussed the topic and directed staff on several items.

III. Action Items

A. Approval of Updated MPS Health and Safety Policy and Injury and Illness Prevention Program ("IIPP") COVID-19 Addendum

D.Hajmeirza, Director of Human Resources provided updates to the Health & Safety Policy and IIPP COVID-19 Addendum based on the most recent county and California Department of Public Health guidance.

U. Yapanel made a motion to approve the updated MPS Health & Safety Policy alongside the Injury and Illness Prevention Program ("IIPP") COVID-19 addendum.

S. Covarrubias seconded the motion.

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

Roll Call

| | |
|----------------|--------|
| M. Muhammedov | Aye |
| S. Covarrubias | Aye |
| D. Gonzalez | Absent |
| S. Dikbas | Absent |
| U. Yapanel | Aye |

IV. Closing Items

A. Adjourn Meeting

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

Respectfully Submitted,
S. Covarrubias

Coversheet

Approval of 2021-22 Compliance Monitoring and Certification of Board Compliance Review for MSA-4, 6, 7, and Bell

Section: III. Consent Items
Item: A. Approval of 2021-22 Compliance Monitoring and Certification of Board Compliance Review for MSA-4, 6, 7, and Bell
Purpose: Vote
Submitted by:
Related Material: 2021-22 Compliance Monitoring and Certification of Board Compliance Review for MSA-4, 6, 7, and Bell.pdf



| | |
|---------------------|--|
| Board Agenda Item # | III A: Consent Item |
| Date: | October 14, 2021 |
| To: | Magnolia Public Schools - Board of Directors |
| From: | Alfredo Rubalcava, CEO & Superintendent |
| Staff Lead: | David Yilmaz, Chief Accountability Officer |
| RE: | Approval of 2021-22 Compliance Monitoring and Certification of Board Compliance Review for MSA-4, 6, 7, and Bell |

Proposed Board Recommendation

I move that the board approve 2021-22 Compliance Monitoring and Certification of Board Compliance Review for MSA-4, 6, 7, and Bell.

Background

This is an annual item that the Board needs to approve for LAUSD authorized MPS schools. LAUSD requires that each charter school get this certification approved by their board and submit it along with approved board agenda and minutes. This document certifies that the charter school meets all compliance requirements indicated on the document. LAUSD will review documentation of compliance during their oversight visit to each school.

LAUSD has listed 27 areas of compliance requirements for review on the document ranging from employee criminal background and TB clearances to obtaining WASC accreditation and UC Doorways course approval. The school principals have already signed the document certifying that they have reviewed the school's compliance related policies, systems, and procedures. In support of the schools the Home Office also oversees and ensures that all school compliance items are met. The document signed by the principals was submitted to LAUSD as part of the Quarter 1 submission.

Last year there were 25 areas on the document. The two new areas that were added are in regard to Title IX procedures as can be seen below.

| | |
|---|---|
| <p>25. Charter school must comply with all online posting requirements related to the filing of a Title IX complaint pursuant to Education Code section 221.61.</p> | <p>Documentation of the charter school’s online posting(s) containing all the required information set forth in Education Code section 221.61.</p> |
| <p>26. Charter school must comply with all Title IX federal requirements including the adoption and publishing of grievance procedures. These procedures are intended to provide for the prompt and equitable resolution of student and employee complaints set forth in 34 C.F.R. § 106.8.</p> | <p>Documentation of the charter school’s adoption and publishing of its grievance procedures including the Board Meeting Agenda(s) and Board Minute(s).</p> |

LAUSD requires that the Governing Board Chair sign each certification upon Board review and approval. The signed certification page will be part of Quarter 2 submission to LAUSD.

Budget Implications

N/A

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

It is part of the Board’s fiduciary governance responsibility to ensure that MPS charter schools comply with all applicable laws and other requirements as indicated on the attached forms.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- Charter School Compliance Monitoring and Certification of Board Compliance Review 2021-22 (one per school: MSA-4, 6, 7, and Bell)



LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

333 South Beaudry Avenue, 20th Floor, Los Angeles, CA 90017
Office: (213) 241-0399 ♦ Prop. 39: (213) 241-5130 ♦ Fax: (213) 241-2054

MEGAN K. REILLY
Interim Superintendent

VERONICA ARREGUIN
Chief Strategy Officer

JOSÉ COLE-GUTIÉRREZ
Director, Charter Schools Division

CHARTER SCHOOL COMPLIANCE MONITORING
2021-2022

Dear Charter School Governing Board President and Charter School Leaders:

As part of its oversight responsibility set forth in California Education Code § 47604.32, the LAUSD, through the Charter Schools Division (CSD), monitors each charter public school's compliance with applicable legal, charter, and policy requirements. The CSD's compliance oversight process encompasses three important actions by each charter school:

- (1) **School Administrator's Certification**: As the CSD continues its focus on ensuring that the well-being of students remains first and foremost, **by October 29, 2021**, (designed to be aligned with the six-week deadline for Child Abuse Mandated Reporter training) as part of the school's Q1 electronic submission of documents, we request that the school site administrator submit the attached certification confirming the school's implementation of safety measures at the beginning of the school year. This beginning of the year certification by the school administrator informs the governing board and supports the school in ensuring that critical organizational and management systems are in place as the school year begins, as these requirements greatly impact students, staff, and the public. **Please return the entire document with only the school administrator's columns completed, along with the administrator's signature no later than October 29, 2021.**

- (2) **Certification of Board Compliance Review**: As in previous years, and as part of the Governing Board's fulfillment of its fiduciary governance responsibility to ensure that the charter school complies with all applicable laws and other requirements, it is critical that the school's Governing Board periodically review, discuss, monitor, and modify, if necessary, the school's policies and systems for compliance with such requirements. **Please complete and sign the final certification at the end of the attached document, *Compliance Monitoring and Certification of Board Compliance Review 2021-2022*, and return the entire document, (including the administrator's certification from the first submission). Please include the relevant Board agenda(s) and minutes as evidence of the Governing Board's review of these items and submit to the Charter Schools Division via Dropbox no later than January 14, 2022.**

The CSD is very much aware and acknowledges that governing boards provide fiduciary oversight and hire a leader (or leaders) to execute day-to-day operations and appropriately delegated functions. Moreover, the charter school's governing board is the first line of charter school oversight. As part of the District's oversight process, this certification is intended to serve as a formal acknowledgement from charter school governing boards of their review and appropriate due diligence in these key areas as part of their own organizational oversight function. As stated in the *LAUSD Policy and Procedures for Charter Schools*, "While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own governing board. The governing board of a charter school has an ongoing

responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders.” This annual certification also provides charter governing boards an opportunity to confirm with their school leadership that systems are/remain in place to fulfill these critical requirements that impact students, staff, and the public.

- (3) Documentation of Compliance: As we have historically done, the CSD will review documentation of compliance with several key legal requirements as part of this year’s annual performance-based oversight visit to each charter school. To facilitate effective and efficient compliance review on the day of the visit, please adhere to the guidance provided in the *Annual Performance-Based Oversight Visit Preparation Guide 2021-2022* for the preparation of the school’s compliance documentation. Please ensure that this documentation is current, complete, and accurate. The “Supporting Documentation” column of the table in the attached *Compliance Monitoring and Certification of Board Compliance Review 2021-2022* may provide useful support and assistance in this endeavor.

We appreciate your continued collaboration and cooperation as we work together so that all youth achieve in healthy and safe environments. Should you have questions, please contact your assigned CSD administrator.

Best wishes,

José Cole-Gutiérrez
Director, Charter Schools Division

COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2021-2022

School Name: **MAGNOLIA SCIENCE ACADEMY 4**

Board President Name: **SANDRA COVARRUBIAS**

Charter Management Organization: **MAGNOLIA PUBLIC SCHOOLS**

LAUSD Loc. Code: **8011**

INSTRUCTIONS: This Compliance Monitoring and Certification Checklist needs to be submitted twice but both certifications must be completed on the same form.

First submission should be completed by checking each appropriate box (Compliant **OR** In Process) for items 1-23; school administrator needs sign and date the certification page and submitted all pages no later than October 29, 2021 via Dropbox.

Second submission needs to be completed by checking each appropriate items 1-23 under the board certification column, Board Chair needs to sign the certification page and submit with supporting documentation such as the Board Agenda where item was discuss, Board Minutes and Board Agenda approving the minutes no later than January 14, 2022 via Dropbox.

Note: Checklist boxes cannot be left uncheck for any of the items unless you indicated Not Applicable (N/A). Compliance Certification with wet signatures must remain at the school site and be available for review upon request by the oversight team at any time.

| Compliance Requirements* | Supporting Documentation | SCHOOL ADMIN. | | BOARD CERTIFICATION BY JANUARY 14, 2022 |
|--|---|-------------------------------------|--------------------------|---|
| | | COMPLIANT | REQUIREMENT IN PROCESS | |
| 1. The charter school maintains timely and current verification of criminal background and TB clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., Ed. Code § 47605(b)(5)(F); Ed. Code §§ 45122.1 and 45125.1; Ed. Code § 49406; Ed. Code § 44237. | Documentation that the school has at least one DOJ-confirmed Custodian of Records | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Completed and signed "Certification of Clearances, Credentialing and Mandated Reporter Training 2021-2022" form | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

| Compliance Requirements* | Supporting Documentation | SCHOOL ADMIN. | | BOARD CERTIFICATION BY JANUARY 14, 2022 |
|---|--|-------------------------------------|--------------------------|---|
| | Completed and signed "Criminal Background Clearance Certification" for each faculty and staff member to certify criminal background clearance prior to employment. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Certification of timely DOJ and TB clearances by all contracting entities. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements. Ed Code § 49406; Health & Safety Code §§ 121525, 121535, 121545, and 121555. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. Teachers (including but not limited to English language arts, social studies, science, and mathematics) hold an EL Certification and a valid Commission on Teacher Credentialing Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per federal and state law, ESSA. See Ed. Code § 47605(l). | For each certificated staff member: Credential(s) are appropriate for the position(s) to which the person has been assigned, and are in alignment with Ed. Code § 47605(l) and other applicable law | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Master schedule that shows all assignment(s) of each certificated staff member. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2a. The administration and board have a system in place for reporting applicable employee misconduct to the Commission on Teacher Credentialing. | Internal human resources procedures | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 3. The Charter Schools Division has been provided with, and parents have access to, the school's most current contact information for each Governing Board member and the 2021-2022 Board meetings calendar . See current | Accurate and updated school contact information | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Accurate and updated list/roster of | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

| Compliance Requirements* | Supporting Documentation | SCHOOL ADMIN. | | BOARD CERTIFICATION BY JANUARY 14, 2022 |
|---|--|-------------------------------------|--------------------------|---|
| | | | | |
| <i>Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (FSDRL).</i> | Governing Board members and contact information | | | |
| | Calendar of Governing Board meeting dates and location(s) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 4. Charter school complies with the pre- and post-lottery and enrollment forms guidelines. See <i>Admissions Requirements and Materials</i> (August 2011). | Lottery form and enrollment packet | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 5. Charter school shall ensure that staff receives annual training on the charter school's health, safety, and emergency procedures , and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., Ed Code §§ 32280-32289) b. Child Abuse Mandated Reporter training as outlined in Ed. Code § 44691; Penal Code § 11165.7 c. Blood borne Pathogens training (see 8 CCR § 5193) d. Pupil Suicide Prevention Policy, as outlined in Ed. Code, § 215 | Comprehensive Health, Safety, and Emergency Plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Documentation of emergency drills and preparedness training | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Documentation of timely and compliant Child Abuse Mandated Reporter training | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Documentation of annual Blood borne Pathogens training | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Documentation of Pupil Suicide Prevention Policy training | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 6. Co-location Charters only- The school administrator and governing board acknowledges and understands that the independent charter school follows applicable District policy, including the District School Safety Plan, as a co-location school. | Participation in District and site level co-location meetings | | | |
| | Review of Policy Bulletin-5532.1 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Meeting with local district site principal for additional information and questions | | | |
| 7. The charter school has either implemented the LAUSD Master Plan for English Learners and Standard English Learners or updated and implemented its own master plan in accordance with English Language Master Plan requirements. See current FSDRL and 2021-2022 Welcome Letter. | EL Certification Form | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | EL Master Plan has been updated (if the school has not adopted the LAUSD EL Master Plan) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

| Compliance Requirements* | Supporting Documentation | SCHOOL ADMIN. | | BOARD CERTIFICATION BY JANUARY 14, 2022 |
|--|---|-------------------------------------|--------------------------|---|
| | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 8. The charter school's school climate and student discipline systems and procedures align with LAUSD's Discipline Foundation Policy and School Climate Bill of Rights . See current FSDRL. | Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Evidence of the tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 9. Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements , and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current FSDRL. | Monthly suspension and expulsion reports | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 10. Charter School ensures that any and all school communications, including the Parent Student Handbook , are consistent with the provisions of school's approved charter as well as applicable law (e.g., translation required in the target language if Charter School has 15% of more of Stakeholders who speak that language.) | Parent Student Handbook | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 11. The charter school's occupancy and use of facilities shall be in compliance with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, including but not limited to, the Americans with Disabilities Act. See 42 U.S.C.A. § 12182; Ed. Code § 47610; see also current FSDRL. | Current and appropriate Certificate of Occupancy or equivalent; documentation of compliance with fire-life-safety requirements; other required documentation (for any school site not located on District property) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 12. The charter school complies with all federal and state laws related to public entities , including, but not limited to: <ul style="list-style-type: none"> Ralph M. Brown Act, Gov. Code §§ | Board meeting agendas and minutes for the past 12 months | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

| Compliance Requirements* | Supporting Documentation | SCHOOL ADMIN. | | BOARD CERTIFICATION BY JANUARY 14, 2022 |
|--|--|---------------|---|---|
| 54950, et seq. <ul style="list-style-type: none"> Political Reform Act of 1974, Gov. Code §§ 81000, et seq. California Public Records Act, Gov. Code § 6250, et seq. Conflicts of Interest, Gov. Code § 1090. See current FSDRL. | | | | |
| | Verification of compliant public posting of Board agendas, including on the school website | ☒ | ☐ | ☒ |
| | Evidence of Brown Act training | ☒ | ☐ | ☒ |
| | Forms 700 | ☒ | ☐ | ☒ |
| | School policy for responding to Public Records Act requests | ☒ | ☐ | ☒ |
| 13. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school. | Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school | ☒ | ☐ | ☒ |
| 14. By-laws are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary. | Current and signed Board-approved bylaws | ☒ | ☐ | ☒ |
| 15. The charter school meets the provisions of eligibility and/or is a participant of state and federal programs and/or grants , which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Proposition 20 – State Lottery (e.g., Gov. Code § 8880.4), Education Protection Act (Proposition 30), Special Education (Ed. Code § 56000, et seq.), Ed. Code § 47614.5, and all other federal and state programs in which the charter school participates. | {See “Fiscal Review” in the <i>Annual Performance-Based Oversight Visit Preparation Guide</i> for list of documentation to be provided to the CSD Fiscal Team] | ☒ | ☐ | ☒ |
| 16. The charter school implements Uniform Complaint Procedure (UCP) policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school’s website, that are compliant with federal and state requirements., See, e.g., guidance provided at http://www.cde.ca.gov/re/cp/uc/ | The governing board has reviewed the school’s: <ul style="list-style-type: none"> UCP policies UCP procedures UCP forms | ☒ | ☐ | ☒ |
| 17. The charter school, as a recipient of federal reimbursement for the National School | Local School Wellness Policy, including | ☒ | ☐ | ☒ |

| Compliance Requirements* | Supporting Documentation | SCHOOL ADMIN. | | BOARD CERTIFICATION BY JANUARY 14, 2022 |
|--|--|---------------|---|---|
| <p>Lunch/Breakfast program and/or as a school on District property, has adopted a Local School Wellness Policy. See 42 U.S.C.A. § 1751, et seq.; 42 U.S.C.A. § 1771, et seq.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program, and is not located on District property, development and adoption of an equivalent Wellness Policy likely would benefit the school and its students.</p> | evidence of stakeholder input in the development of the policy and annual progress report | | | |
| <p>18. The governing board oversees the development of and approves/adopts the stakeholder engagement process, goals, actions, measurable outcomes, and expenditures in the school's Learning Local Control Accountability Plan (LCAP) and annual update in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.</p> | Documentation of stakeholder engagement, including Board Meeting Agendas, Board Minutes, LCAP, and related documents (e.g., Annual Update, and Budget Overview for Parents). | ☒ | ☐ | ☒ |
| <p>19. The charter school ensures compliance with the LAUSD's Keeping Parents Informed: Charter Public School Transparency Resolution of January 12, 2016, which includes documents available both manually and electronically, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office. Ed. Code §§ 17280 to 17317.</p> | Documentation of discussion by the Governing Board including Board Meeting Agendas and Board Minutes and review that documentation is available both manually and electronically | ☒ | ☐ | ☒ |
| <p>20. The charter school ensures that it is in compliance with all applicable state law regarding students experiencing homelessness and foster youth, including but not limited to the provisions of Ed. Code §§ 48853, 48853.5, 49069.5, 51225.1, 51225.2 and 48850, as amended from time to time.</p> | Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school's designee and the partial credit policy, if applicable | ☒ | ☐ | ☒ |
| <p>21. Schools Serving Grade 9 only: The charter school complies with all applicable requirements of Ed. Code § 51224.7.</p> | Documentation of the adoption of the charter school's established policy in compliance with Education Code section 51224.7, including the Board Meeting Agendas and Board Minutes | ☒ | ☐ | ☒ |

| Compliance Requirements* | Supporting Documentation | SCHOOL ADMIN. | | BOARD CERTIFICATION BY JANUARY 14, 2022 |
|---|--|-------------------------------------|--------------------------|---|
| | | | | |
| 22. The charter school complies with all applicable requirements of Ed. Code, § 215: Pupil Suicide Prevention Policies. (Schools serving Grades 7-12). If the charter school is co-located on District property (Prop 39), the charter school must comply with the District's policy (BUL: 2637.4 <i>Suicide Prevention, Intervention, and Postvention</i>) and must access training via the District's website through MyPLN. | Documentation of the adoption of the charter school's policy as outlined in Ed. Code, § 215, including the Board Meeting Agendas and Board Minutes | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 23. For High Schools Only: The charter school has obtained WASC accreditation and UCOP Doorways Course Approval. | Charter school approvals are listed on the WASC website and UCOP Doorways website | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 24. The charter school complies with all applicable requirements of Ed. Code §§ 231.5 and 231.6 regarding sexual harassment notifications (Schools serving Grades 9-12). | Verification of pupils being notified in accordance with applicable legal requirements (Ed. Code §§ 231.5 and 231.6), displaying a poster in bathrooms and locker rooms at the schoolsite. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 25. Charter school must comply with all online posting requirements related to the filing of a Title IX complaint pursuant to Education Code section 221.61. | Documentation of the charter school's online posting(s) containing all the required information set forth in Education Code section 221.61. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 26. Charter school must comply with all Title IX federal requirements including the adoption and publishing of grievance procedures. These procedures are intended to provide for the prompt and equitable resolution of student and employee complaints set forth in 34 C.F.R. § 106.8. | Documentation of the charter school's adoption and publishing of its grievance procedures including the Board Meeting Agenda(s) and Board Minute(s). | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

| Compliance Requirements* | Supporting Documentation | SCHOOL ADMIN. | | BOARD CERTIFICATION BY JANUARY 14, 2022 |
|--|---|-------------------------------------|--------------------------|---|
| 27. The charter school complies with all applicable requirements of Ed. Code § 56040.3 pertaining to school-purchased technology devices for individuals with exceptional needs. | Documentation of compliance with the requirements, which may include but is not limited to, how students were provided access to devices in order to receive a free appropriate public education. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

(By Friday, October 29, 2021)

The undersigned hereby certifies that, on OCTOBER 4, 2021 the School Administrator of
Date(s)

 MAGNOLIA SCIENCE ACADEMY 4

Name of Charter School

reviewed the school's compliance with legal, charter, and District policy requirements.

| | | |
|---|--|----------------------------|
| MUSA AVSAR | | 10/4/21 |
| <small>Printed Name of School Administrator</small> | <small>Signature of School Administrator</small> | <small>Date Signed</small> |

CERTIFICATION OF BOARD COMPLIANCE REVIEW

(By Friday, January 14, 2022)

The undersigned hereby certifies that, on OCTOBER 14, 2021 , the Governing Board of
Date(s)

 MAGNOLIA SCIENCE ACADEMY 4

Name of Charter School

reviewed the school's compliance with legal, charter, and District policy requirements.

This certification includes the following relevant documentation:

- Board Agenda where item was discussed
- Board Minutes
- Board Agenda Approving the Minutes

| | | |
|--|---|----------------------------|
| SANDRA COVARRUBIAS | | |
| <small>Printed Name of Governing Board Chair</small> | <small>Signature of Governing Board Chair</small> | <small>Date Signed</small> |



LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

333 South Beaudry Avenue, 20th Floor, Los Angeles, CA 90017
Office: (213) 241-0399 ♦ Prop. 39: (213) 241-5130 ♦ Fax: (213) 241-2054

MEGAN K. REILLY
Interim Superintendent

VERONICA ARREGUIN
Chief Strategy Officer

JOSÉ COLE-GUTIÉRREZ
Director, Charter Schools Division

CHARTER SCHOOL COMPLIANCE MONITORING
2021-2022

Dear Charter School Governing Board President and Charter School Leaders:

As part of its oversight responsibility set forth in California Education Code § 47604.32, the LAUSD, through the Charter Schools Division (CSD), monitors each charter public school's compliance with applicable legal, charter, and policy requirements. The CSD's compliance oversight process encompasses three important actions by each charter school:

- (1) **School Administrator's Certification**: As the CSD continues its focus on ensuring that the well-being of students remains first and foremost, **by October 29, 2021**, (designed to be aligned with the six-week deadline for Child Abuse Mandated Reporter training) as part of the school's Q1 electronic submission of documents, we request that the school site administrator submit the attached certification confirming the school's implementation of safety measures at the beginning of the school year. This beginning of the year certification by the school administrator informs the governing board and supports the school in ensuring that critical organizational and management systems are in place as the school year begins, as these requirements greatly impact students, staff, and the public. **Please return the entire document with only the school administrator's columns completed, along with the administrator's signature no later than October 29, 2021.**

- (2) **Certification of Board Compliance Review**: As in previous years, and as part of the Governing Board's fulfillment of its fiduciary governance responsibility to ensure that the charter school complies with all applicable laws and other requirements, it is critical that the school's Governing Board periodically review, discuss, monitor, and modify, if necessary, the school's policies and systems for compliance with such requirements. **Please complete and sign the final certification at the end of the attached document, *Compliance Monitoring and Certification of Board Compliance Review 2021-2022*, and return the entire document, (including the administrator's certification from the first submission). Please include the relevant Board agenda(s) and minutes as evidence of the Governing Board's review of these items and submit to the Charter Schools Division via Dropbox no later than January 14, 2022.**

The CSD is very much aware and acknowledges that governing boards provide fiduciary oversight and hire a leader (or leaders) to execute day-to-day operations and appropriately delegated functions. Moreover, the charter school's governing board is the first line of charter school oversight. As part of the District's oversight process, this certification is intended to serve as a formal acknowledgement from charter school governing boards of their review and appropriate due diligence in these key areas as part of their own organizational oversight function. As stated in the *LAUSD Policy and Procedures for Charter Schools*, "While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own governing board. The governing board of a charter school has an ongoing

responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders.” This annual certification also provides charter governing boards an opportunity to confirm with their school leadership that systems are/remain in place to fulfill these critical requirements that impact students, staff, and the public.

- (3) Documentation of Compliance: As we have historically done, the CSD will review documentation of compliance with several key legal requirements as part of this year’s annual performance-based oversight visit to each charter school. To facilitate effective and efficient compliance review on the day of the visit, please adhere to the guidance provided in the *Annual Performance-Based Oversight Visit Preparation Guide 2021-2022* for the preparation of the school’s compliance documentation. Please ensure that this documentation is current, complete, and accurate. The “Supporting Documentation” column of the table in the attached *Compliance Monitoring and Certification of Board Compliance Review 2021-2022* may provide useful support and assistance in this endeavor.

We appreciate your continued collaboration and cooperation as we work together so that all youth achieve in healthy and safe environments. Should you have questions, please contact your assigned CSD administrator.

Best wishes,

José Cole-Gutiérrez
Director, Charter Schools Division

COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2021-2022

School Name: **MAGNOLIA SCIENCE ACADEMY 6**

Board President Name: **SANDRA COVARRUBIAS**

Charter Management Organization: **MAGNOLIA PUBLIC SCHOOLS**

LAUSD Loc. Code: **8013**

INSTRUCTIONS: This Compliance Monitoring and Certification Checklist needs to be submitted twice but both certifications must be completed on the same form.

First submission should be completed by checking each appropriate box (Compliant **OR** In Process) for items 1-23; school administrator needs sign and date the certification page and submitted all pages no later than October 29, 2021 via Dropbox.

Second submission needs to be completed by checking each appropriate items 1-23 under the board certification column, Board Chair needs to sign the certification page and submit with supporting documentation such as the Board Agenda where item was discuss, Board Minutes and Board Agenda approving the minutes no later than January 14, 2022 via Dropbox.

Note: Checklist boxes cannot be left uncheck for any of the items unless you indicated Not Applicable (N/A). Compliance Certification with wet signatures must remain at the school site and be available for review upon request by the oversight team at any time.

| Compliance Requirements* | Supporting Documentation | SCHOOL ADMIN. | | BOARD CERTIFICATION BY JANUARY 14, 2022 |
|--|---|-------------------------------------|--------------------------|---|
| | | COMPLIANT | REQUIREMENT IN PROCESS | |
| 1. The charter school maintains timely and current verification of criminal background and TB clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., Ed. Code § 47605(b)(5)(F); Ed. Code §§ 45122.1 and 45125.1; Ed. Code § 49406; Ed. Code § 44237. | Documentation that the school has at least one DOJ-confirmed Custodian of Records | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Completed and signed "Certification of Clearances, Credentialing and Mandated Reporter Training 2021-2022" form | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

| Compliance Requirements* | Supporting Documentation | SCHOOL ADMIN. | | BOARD CERTIFICATION BY JANUARY 14, 2022 |
|---|--|-------------------------------------|--------------------------|---|
| | Completed and signed "Criminal Background Clearance Certification" for each faculty and staff member to certify criminal background clearance prior to employment. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Certification of timely DOJ and TB clearances by all contracting entities. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements. Ed Code § 49406; Health & Safety Code §§ 121525, 121535, 121545, and 121555. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. Teachers (including but not limited to English language arts, social studies, science, and mathematics) hold an EL Certification and a valid Commission on Teacher Credentialing Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per federal and state law, ESSA. See Ed. Code § 47605(l). | For each certificated staff member: Credential(s) are appropriate for the position(s) to which the person has been assigned, and are in alignment with Ed. Code § 47605(l) and other applicable law | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Master schedule that shows all assignment(s) of each certificated staff member. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2a. The administration and board have a system in place for reporting applicable employee misconduct to the Commission on Teacher Credentialing. | Internal human resources procedures | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 3. The Charter Schools Division has been provided with, and parents have access to, the school's most current contact information for each Governing Board member and the 2021-2022 Board meetings calendar . See current | Accurate and updated school contact information | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Accurate and updated list/roster of | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

| Compliance Requirements* | Supporting Documentation | SCHOOL ADMIN. | | BOARD CERTIFICATION BY JANUARY 14, 2022 |
|---|--|-------------------------------------|--------------------------|---|
| | | | | |
| <i>Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (FSDRL).</i> | Governing Board members and contact information | | | |
| | Calendar of Governing Board meeting dates and location(s) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 4. Charter school complies with the pre- and post-lottery and enrollment forms guidelines. See <i>Admissions Requirements and Materials</i> (August 2011). | Lottery form and enrollment packet | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 5. Charter school shall ensure that staff receives annual training on the charter school's health, safety, and emergency procedures , and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., Ed Code §§ 32280-32289) b. Child Abuse Mandated Reporter training as outlined in Ed. Code § 44691; Penal Code § 11165.7 c. Blood borne Pathogens training (see 8 CCR § 5193) d. Pupil Suicide Prevention Policy, as outlined in Ed. Code, § 215 | Comprehensive Health, Safety, and Emergency Plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Documentation of emergency drills and preparedness training | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Documentation of timely and compliant Child Abuse Mandated Reporter training | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Documentation of annual Blood borne Pathogens training | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Documentation of Pupil Suicide Prevention Policy training | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 6. Co-location Charters only- The school administrator and governing board acknowledges and understands that the independent charter school follows applicable District policy, including the District School Safety Plan, as a co-location school. | Participation in District and site level co-location meetings | | | |
| | Review of Policy Bulletin-5532.1 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Meeting with local district site principal for additional information and questions | | | |
| 7. The charter school has either implemented the LAUSD Master Plan for English Learners and Standard English Learners or updated and implemented its own master plan in accordance with English Language Master Plan requirements. See current FSDRL and 2021-2022 Welcome Letter. | EL Certification Form | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | EL Master Plan has been updated (if the school has not adopted the LAUSD EL Master Plan) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

| Compliance Requirements* | Supporting Documentation | SCHOOL ADMIN. | | BOARD CERTIFICATION BY JANUARY 14, 2022 |
|--|---|-------------------------------------|--------------------------|---|
| | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 8. The charter school's school climate and student discipline systems and procedures align with LAUSD's Discipline Foundation Policy and School Climate Bill of Rights . See current FSDRL. | Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Evidence of the tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 9. Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements , and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current FSDRL. | Monthly suspension and expulsion reports | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 10. Charter School ensures that any and all school communications, including the Parent Student Handbook , are consistent with the provisions of school's approved charter as well as applicable law (e.g., translation required in the target language if Charter School has 15% of more of Stakeholders who speak that language.) | Parent Student Handbook | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 11. The charter school's occupancy and use of facilities shall be in compliance with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, including but not limited to, the Americans with Disabilities Act. See 42 U.S.C.A. § 12182; Ed. Code § 47610; see also current FSDRL. | Current and appropriate Certificate of Occupancy or equivalent; documentation of compliance with fire-life-safety requirements; other required documentation (for any school site not located on District property) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 12. The charter school complies with all federal and state laws related to public entities , including, but not limited to: <ul style="list-style-type: none"> Ralph M. Brown Act, Gov. Code §§ | Board meeting agendas and minutes for the past 12 months | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

| Compliance Requirements* | Supporting Documentation | SCHOOL ADMIN. | | BOARD CERTIFICATION BY JANUARY 14, 2022 |
|--|--|---------------|---|---|
| 54950, et seq. <ul style="list-style-type: none"> • Political Reform Act of 1974, Gov. Code §§ 81000, et seq. • California Public Records Act, Gov. Code § 6250, et seq. • Conflicts of Interest, Gov. Code § 1090. See current FSDRL. | | | | |
| | Verification of compliant public posting of Board agendas, including on the school website | ☒ | ☐ | ☒ |
| | Evidence of Brown Act training | ☒ | ☐ | ☒ |
| | Forms 700 | ☒ | ☐ | ☒ |
| | School policy for responding to Public Records Act requests | ☒ | ☐ | ☒ |
| 13. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school. | Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school | ☒ | ☐ | ☒ |
| 14. By-laws are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary. | Current and signed Board-approved bylaws | ☒ | ☐ | ☒ |
| 15. The charter school meets the provisions of eligibility and/or is a participant of state and federal programs and/or grants , which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Proposition 20 – State Lottery (e.g., Gov. Code § 8880.4), Education Protection Act (Proposition 30), Special Education (Ed. Code § 56000, et seq.), Ed. Code § 47614.5, and all other federal and state programs in which the charter school participates. | {See “Fiscal Review” in the <i>Annual Performance-Based Oversight Visit Preparation Guide</i> for list of documentation to be provided to the CSD Fiscal Team] | ☒ | ☐ | ☒ |
| 16. The charter school implements Uniform Complaint Procedure (UCP) policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school’s website, that are compliant with federal and state requirements., See, e.g., guidance provided at http://www.cde.ca.gov/re/cp/uc/ | The governing board has reviewed the school’s: <ul style="list-style-type: none"> • UCP policies • UCP procedures • UCP forms | ☒ | ☐ | ☒ |
| 17. The charter school, as a recipient of federal reimbursement for the National School | Local School Wellness Policy, including | ☒ | ☐ | ☒ |

| Compliance Requirements* | Supporting Documentation | SCHOOL ADMIN. | | BOARD CERTIFICATION BY JANUARY 14, 2022 |
|--|--|---------------|---|---|
| <p>Lunch/Breakfast program and/or as a school on District property, has adopted a Local School Wellness Policy. See 42 U.S.C.A. § 1751, et seq.; 42 U.S.C.A. § 1771, et seq.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program, and is not located on District property, development and adoption of an equivalent Wellness Policy likely would benefit the school and its students.</p> | evidence of stakeholder input in the development of the policy and annual progress report | | | |
| <p>18. The governing board oversees the development of and approves/adopts the stakeholder engagement process, goals, actions, measurable outcomes, and expenditures in the school's Learning Local Control Accountability Plan (LCAP) and annual update in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.</p> | Documentation of stakeholder engagement, including Board Meeting Agendas, Board Minutes, LCAP, and related documents (e.g., Annual Update, and Budget Overview for Parents). | ☒ | ☐ | ☒ |
| <p>19. The charter school ensures compliance with the LAUSD's Keeping Parents Informed: Charter Public School Transparency Resolution of January 12, 2016, which includes documents available both manually and electronically, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office. Ed. Code §§ 17280 to 17317.</p> | Documentation of discussion by the Governing Board including Board Meeting Agendas and Board Minutes and review that documentation is available both manually and electronically | ☒ | ☐ | ☒ |
| <p>20. The charter school ensures that it is in compliance with all applicable state law regarding students experiencing homelessness and foster youth, including but not limited to the provisions of Ed. Code §§ 48853, 48853.5, 49069.5, 51225.1, 51225.2 and 48850, as amended from time to time.</p> | Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school's designee and the partial credit policy, if applicable | ☒ | ☐ | ☒ |
| <p>21. Schools Serving Grade 9 only: The charter school complies with all applicable requirements of Ed. Code § 51224.7.</p> | Documentation of the adoption of the charter school's established policy in compliance with Education Code section 51224.7, including the Board Meeting Agendas and Board Minutes | ☐ | ☐ | ☐ |

| Compliance Requirements* | Supporting Documentation | SCHOOL ADMIN. | | BOARD CERTIFICATION BY JANUARY 14, 2022 |
|---|--|-------------------------------------|--------------------------|---|
| | | | | |
| 22. The charter school complies with all applicable requirements of Ed. Code, § 215: Pupil Suicide Prevention Policies. (Schools serving Grades 7-12). If the charter school is co-located on District property (Prop 39), the charter school must comply with the District's policy (BUL: 2637.4 <i>Suicide Prevention, Intervention, and Postvention</i>) and must access training via the District's website through MyPLN. | Documentation of the adoption of the charter school's policy as outlined in Ed. Code, § 215, including the Board Meeting Agendas and Board Minutes | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 23. For High Schools Only: The charter school has obtained WASC accreditation and UCOP Doorways Course Approval. | Charter school approvals are listed on the WASC website and UCOP Doorways website | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. The charter school complies with all applicable requirements of Ed. Code §§ 231.5 and 231.6 regarding sexual harassment notifications (Schools serving Grades 9-12). | Verification of pupils being notified in accordance with applicable legal requirements (Ed. Code §§ 231.5 and 231.6), displaying a poster in bathrooms and locker rooms at the schoolsite. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. Charter school must comply with all online posting requirements related to the filing of a Title IX complaint pursuant to Education Code section 221.61. | Documentation of the charter school's online posting(s) containing all the required information set forth in Education Code section 221.61. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 26. Charter school must comply with all Title IX federal requirements including the adoption and publishing of grievance procedures. These procedures are intended to provide for the prompt and equitable resolution of student and employee complaints set forth in 34 C.F.R. § 106.8. | Documentation of the charter school's adoption and publishing of its grievance procedures including the Board Meeting Agenda(s) and Board Minute(s). | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

| Compliance Requirements* | Supporting Documentation | SCHOOL ADMIN. | | BOARD CERTIFICATION BY JANUARY 14, 2022 |
|--|---|-------------------------------------|--------------------------|---|
| 27. The charter school complies with all applicable requirements of Ed. Code § 56040.3 pertaining to school-purchased technology devices for individuals with exceptional needs. | Documentation of compliance with the requirements, which may include but is not limited to, how students were provided access to devices in order to receive a free appropriate public education. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

(By Friday, October 29, 2021)

The undersigned hereby certifies that, on OCTOBER 4, 2021 the School Administrator of
Date(s)

MAGNOLIA SCIENCE ACADEMY 6

Name of Charter School

reviewed the school's compliance with legal, charter, and District policy requirements.

| | | |
|---|--|----------------------------|
| JAMES CHOE | | 10/4/21 |
| <small>Printed Name of School Administrator</small> | <small>Signature of School Administrator</small> | <small>Date Signed</small> |

CERTIFICATION OF BOARD COMPLIANCE REVIEW

(By Friday, January 14, 2022)

The undersigned hereby certifies that, on OCTOBER 14, 2021 , the Governing Board of
Date(s)

MAGNOLIA SCIENCE ACADEMY 6

Name of Charter School

reviewed the school's compliance with legal, charter, and District policy requirements.

This certification includes the following relevant documentation:

- Board Agenda where item was discussed
- Board Minutes
- Board Agenda Approving the Minutes

| | | |
|--|---|----------------------------|
| SANDRA COVARRUBIAS | | |
| <small>Printed Name of Governing Board Chair</small> | <small>Signature of Governing Board Chair</small> | <small>Date Signed</small> |



LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

333 South Beaudry Avenue, 20th Floor, Los Angeles, CA 90017
Office: (213) 241-0399 ♦ Prop. 39: (213) 241-5130 ♦ Fax: (213) 241-2054

MEGAN K. REILLY
Interim Superintendent

VERONICA ARREGUIN
Chief Strategy Officer

JOSÉ COLE-GUTIÉRREZ
Director, Charter Schools Division

CHARTER SCHOOL COMPLIANCE MONITORING
2021-2022

Dear Charter School Governing Board President and Charter School Leaders:

As part of its oversight responsibility set forth in California Education Code § 47604.32, the LAUSD, through the Charter Schools Division (CSD), monitors each charter public school's compliance with applicable legal, charter, and policy requirements. The CSD's compliance oversight process encompasses three important actions by each charter school:

- (1) **School Administrator's Certification**: As the CSD continues its focus on ensuring that the well-being of students remains first and foremost, **by October 29, 2021**, (designed to be aligned with the six-week deadline for Child Abuse Mandated Reporter training) as part of the school's Q1 electronic submission of documents, we request that the school site administrator submit the attached certification confirming the school's implementation of safety measures at the beginning of the school year. This beginning of the year certification by the school administrator informs the governing board and supports the school in ensuring that critical organizational and management systems are in place as the school year begins, as these requirements greatly impact students, staff, and the public. **Please return the entire document with only the school administrator's columns completed, along with the administrator's signature no later than October 29, 2021.**

- (2) **Certification of Board Compliance Review**: As in previous years, and as part of the Governing Board's fulfillment of its fiduciary governance responsibility to ensure that the charter school complies with all applicable laws and other requirements, it is critical that the school's Governing Board periodically review, discuss, monitor, and modify, if necessary, the school's policies and systems for compliance with such requirements. **Please complete and sign the final certification at the end of the attached document, *Compliance Monitoring and Certification of Board Compliance Review 2021-2022*, and return the entire document, (including the administrator's certification from the first submission). Please include the relevant Board agenda(s) and minutes as evidence of the Governing Board's review of these items and submit to the Charter Schools Division via Dropbox no later than January 14, 2022.**

The CSD is very much aware and acknowledges that governing boards provide fiduciary oversight and hire a leader (or leaders) to execute day-to-day operations and appropriately delegated functions. Moreover, the charter school's governing board is the first line of charter school oversight. As part of the District's oversight process, this certification is intended to serve as a formal acknowledgement from charter school governing boards of their review and appropriate due diligence in these key areas as part of their own organizational oversight function. As stated in the *LAUSD Policy and Procedures for Charter Schools*, "While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own governing board. The governing board of a charter school has an ongoing

responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders.” This annual certification also provides charter governing boards an opportunity to confirm with their school leadership that systems are/remain in place to fulfill these critical requirements that impact students, staff, and the public.

- (3) Documentation of Compliance: As we have historically done, the CSD will review documentation of compliance with several key legal requirements as part of this year’s annual performance-based oversight visit to each charter school. To facilitate effective and efficient compliance review on the day of the visit, please adhere to the guidance provided in the *Annual Performance-Based Oversight Visit Preparation Guide 2021-2022* for the preparation of the school’s compliance documentation. Please ensure that this documentation is current, complete, and accurate. The “Supporting Documentation” column of the table in the attached *Compliance Monitoring and Certification of Board Compliance Review 2021-2022* may provide useful support and assistance in this endeavor.

We appreciate your continued collaboration and cooperation as we work together so that all youth achieve in healthy and safe environments. Should you have questions, please contact your assigned CSD administrator.

Best wishes,

José Cole-Gutiérrez
Director, Charter Schools Division

COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2021-2022

School Name: **MAGNOLIA SCIENCE ACADEMY 7**

Board President Name: **SANDRA COVARRUBIAS**

Charter Management Organization: **MAGNOLIA PUBLIC SCHOOLS**

LAUSD Loc. Code: **8014**

INSTRUCTIONS: This Compliance Monitoring and Certification Checklist needs to be submitted twice but both certifications must be completed on the same form.

First submission should be completed by checking each appropriate box (Compliant **OR** In Process) for items 1-23; school administrator needs sign and date the certification page and submitted all pages no later than October 29, 2021 via Dropbox.

Second submission needs to be completed by checking each appropriate items 1-23 under the board certification column, Board Chair needs to sign the certification page and submit with supporting documentation such as the Board Agenda where item was discuss, Board Minutes and Board Agenda approving the minutes no later than January 14, 2022 via Dropbox.

Note: Checklist boxes cannot be left uncheck for any of the items unless you indicated Not Applicable (N/A). Compliance Certification with wet signatures must remain at the school site and be available for review upon request by the oversight team at any time.

| Compliance Requirements* | Supporting Documentation | SCHOOL ADMIN. | | BOARD CERTIFICATION BY JANUARY 14, 2022 |
|--|---|-------------------------------------|--------------------------|---|
| | | COMPLIANT | REQUIREMENT IN PROCESS | |
| 1. The charter school maintains timely and current verification of criminal background and TB clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., Ed. Code § 47605(b)(5)(F); Ed. Code §§ 45122.1 and 45125.1; Ed. Code § 49406; Ed. Code § 44237. | Documentation that the school has at least one DOJ-confirmed Custodian of Records | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Completed and signed "Certification of Clearances, Credentialing and Mandated Reporter Training 2021-2022" form | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

| Compliance Requirements* | Supporting Documentation | SCHOOL ADMIN. | | BOARD CERTIFICATION BY JANUARY 14, 2022 |
|---|--|-------------------------------------|--------------------------|---|
| | Completed and signed "Criminal Background Clearance Certification" for each faculty and staff member to certify criminal background clearance prior to employment. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Certification of timely DOJ and TB clearances by all contracting entities. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements. Ed Code § 49406; Health & Safety Code §§ 121525, 121535, 121545, and 121555. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. Teachers (including but not limited to English language arts, social studies, science, and mathematics) hold an EL Certification and a valid Commission on Teacher Credentialing Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per federal and state law, ESSA. See Ed. Code § 47605(l). | For each certificated staff member: Credential(s) are appropriate for the position(s) to which the person has been assigned, and are in alignment with Ed. Code § 47605(l) and other applicable law | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Master schedule that shows all assignment(s) of each certificated staff member. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2a. The administration and board have a system in place for reporting applicable employee misconduct to the Commission on Teacher Credentialing. | Internal human resources procedures | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 3. The Charter Schools Division has been provided with, and parents have access to, the school's most current contact information for each Governing Board member and the 2021-2022 Board meetings calendar . See current | Accurate and updated school contact information | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Accurate and updated list/roster of | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

| Compliance Requirements* | Supporting Documentation | SCHOOL ADMIN. | | BOARD CERTIFICATION BY JANUARY 14, 2022 |
|---|--|-------------------------------------|--------------------------|---|
| | | | | |
| <i>Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (FSDRL).</i> | Governing Board members and contact information | | | |
| | Calendar of Governing Board meeting dates and location(s) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 4. Charter school complies with the pre- and post-lottery and enrollment forms guidelines. See <i>Admissions Requirements and Materials</i> (August 2011). | Lottery form and enrollment packet | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 5. Charter school shall ensure that staff receives annual training on the charter school's health, safety, and emergency procedures , and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., Ed Code §§ 32280-32289) b. Child Abuse Mandated Reporter training as outlined in Ed. Code § 44691; Penal Code § 11165.7 c. Blood borne Pathogens training (see 8 CCR § 5193) d. Pupil Suicide Prevention Policy, as outlined in Ed. Code, § 215 | Comprehensive Health, Safety, and Emergency Plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Documentation of emergency drills and preparedness training | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Documentation of timely and compliant Child Abuse Mandated Reporter training | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Documentation of annual Blood borne Pathogens training | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Documentation of Pupil Suicide Prevention Policy training | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 6. Co-location Charters only- The school administrator and governing board acknowledges and understands that the independent charter school follows applicable District policy, including the District School Safety Plan, as a co-location school. | Participation in District and site level co-location meetings | | | |
| | Review of Policy Bulletin-5532.1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Meeting with local district site principal for additional information and questions | | | |
| 7. The charter school has either implemented the LAUSD Master Plan for English Learners and Standard English Learners or updated and implemented its own master plan in accordance with English Language Master Plan requirements. See current FSDRL and 2021-2022 Welcome Letter. | EL Certification Form | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | EL Master Plan has been updated (if the school has not adopted the LAUSD EL Master Plan) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

| Compliance Requirements* | Supporting Documentation | SCHOOL ADMIN. | | BOARD CERTIFICATION BY JANUARY 14, 2022 |
|--|---|-------------------------------------|--------------------------|---|
| | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 8. The charter school's school climate and student discipline systems and procedures align with LAUSD's Discipline Foundation Policy and School Climate Bill of Rights . See current FSDRL. | Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Evidence of the tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 9. Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements , and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current FSDRL. | Monthly suspension and expulsion reports | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 10. Charter School ensures that any and all school communications, including the Parent Student Handbook , are consistent with the provisions of school's approved charter as well as applicable law (e.g., translation required in the target language if Charter School has 15% of more of Stakeholders who speak that language.) | Parent Student Handbook | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 11. The charter school's occupancy and use of facilities shall be in compliance with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, including but not limited to, the Americans with Disabilities Act. See 42 U.S.C.A. § 12182; Ed. Code § 47610; see also current FSDRL. | Current and appropriate Certificate of Occupancy or equivalent; documentation of compliance with fire-life-safety requirements; other required documentation (for any school site not located on District property) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 12. The charter school complies with all federal and state laws related to public entities , including, but not limited to: <ul style="list-style-type: none"> Ralph M. Brown Act, Gov. Code §§ | Board meeting agendas and minutes for the past 12 months | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

| Compliance Requirements* | Supporting Documentation | SCHOOL ADMIN. | | BOARD CERTIFICATION BY JANUARY 14, 2022 |
|--|--|---------------|---|---|
| 54950, et seq. <ul style="list-style-type: none"> Political Reform Act of 1974, Gov. Code §§ 81000, et seq. California Public Records Act, Gov. Code § 6250, et seq. Conflicts of Interest, Gov. Code § 1090. See current FSDRL. | | | | |
| | Verification of compliant public posting of Board agendas, including on the school website | ☒ | ☐ | ☒ |
| | Evidence of Brown Act training | ☒ | ☐ | ☒ |
| | Forms 700 | ☒ | ☐ | ☒ |
| | School policy for responding to Public Records Act requests | ☒ | ☐ | ☒ |
| 13. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school. | Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school | ☒ | ☐ | ☒ |
| 14. By-laws are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary. | Current and signed Board-approved bylaws | ☒ | ☐ | ☒ |
| 15. The charter school meets the provisions of eligibility and/or is a participant of state and federal programs and/or grants , which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Proposition 20 – State Lottery (e.g., Gov. Code § 8880.4), Education Protection Act (Proposition 30), Special Education (Ed. Code § 56000, et seq.), Ed. Code § 47614.5, and all other federal and state programs in which the charter school participates. | {See “Fiscal Review” in the <i>Annual Performance-Based Oversight Visit Preparation Guide</i> for list of documentation to be provided to the CSD Fiscal Team] | ☒ | ☐ | ☒ |
| 16. The charter school implements Uniform Complaint Procedure (UCP) policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school’s website, that are compliant with federal and state requirements., See, e.g., guidance provided at http://www.cde.ca.gov/re/cp/uc/ | The governing board has reviewed the school’s: <ul style="list-style-type: none"> UCP policies UCP procedures UCP forms | ☒ | ☐ | ☒ |
| 17. The charter school, as a recipient of federal reimbursement for the National School | Local School Wellness Policy, including | ☒ | ☐ | ☒ |

| Compliance Requirements* | Supporting Documentation | SCHOOL ADMIN. | | BOARD CERTIFICATION BY JANUARY 14, 2022 |
|--|--|---------------|---|---|
| <p>Lunch/Breakfast program and/or as a school on District property, has adopted a Local School Wellness Policy. See 42 U.S.C.A. § 1751, et seq.; 42 U.S.C.A. § 1771, et seq.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program, and is not located on District property, development and adoption of an equivalent Wellness Policy likely would benefit the school and its students.</p> | evidence of stakeholder input in the development of the policy and annual progress report | | | |
| <p>18. The governing board oversees the development of and approves/adopts the stakeholder engagement process, goals, actions, measurable outcomes, and expenditures in the school's Learning Local Control Accountability Plan (LCAP) and annual update in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.</p> | Documentation of stakeholder engagement, including Board Meeting Agendas, Board Minutes, LCAP, and related documents (e.g., Annual Update, and Budget Overview for Parents). | ☒ | ☐ | ☒ |
| <p>19. The charter school ensures compliance with the LAUSD's Keeping Parents Informed: Charter Public School Transparency Resolution of January 12, 2016, which includes documents available both manually and electronically, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office. Ed. Code §§ 17280 to 17317.</p> | Documentation of discussion by the Governing Board including Board Meeting Agendas and Board Minutes and review that documentation is available both manually and electronically | ☒ | ☐ | ☒ |
| <p>20. The charter school ensures that it is in compliance with all applicable state law regarding students experiencing homelessness and foster youth, including but not limited to the provisions of Ed. Code §§ 48853, 48853.5, 49069.5, 51225.1, 51225.2 and 48850, as amended from time to time.</p> | Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school's designee and the partial credit policy, if applicable | ☒ | ☐ | ☒ |
| <p>21. Schools Serving Grade 9 only: The charter school complies with all applicable requirements of Ed. Code § 51224.7.</p> | Documentation of the adoption of the charter school's established policy in compliance with Education Code section 51224.7, including the Board Meeting Agendas and Board Minutes | ☐ | ☐ | ☐ |

| Compliance Requirements* | Supporting Documentation | SCHOOL ADMIN. | | BOARD CERTIFICATION BY JANUARY 14, 2022 |
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| 22. The charter school complies with all applicable requirements of Ed. Code, § 215: Pupil Suicide Prevention Policies. (Schools serving Grades 7-12). If the charter school is co-located on District property (Prop 39), the charter school must comply with the District's policy (BUL: 2637.4 <i>Suicide Prevention, Intervention, and Postvention</i>) and must access training via the District's website through MyPLN. | Documentation of the adoption of the charter school's policy as outlined in Ed. Code, § 215, including the Board Meeting Agendas and Board Minutes | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 23. For High Schools Only: The charter school has obtained WASC accreditation and UCOP Doorways Course Approval. | Charter school approvals are listed on the WASC website and UCOP Doorways website | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. The charter school complies with all applicable requirements of Ed. Code §§ 231.5 and 231.6 regarding sexual harassment notifications (Schools serving Grades 9-12). | Verification of pupils being notified in accordance with applicable legal requirements (Ed. Code §§ 231.5 and 231.6), displaying a poster in bathrooms and locker rooms at the schoolsite. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. Charter school must comply with all online posting requirements related to the filing of a Title IX complaint pursuant to Education Code section 221.61. | Documentation of the charter school's online posting(s) containing all the required information set forth in Education Code section 221.61. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 26. Charter school must comply with all Title IX federal requirements including the adoption and publishing of grievance procedures. These procedures are intended to provide for the prompt and equitable resolution of student and employee complaints set forth in 34 C.F.R. § 106.8. | Documentation of the charter school's adoption and publishing of its grievance procedures including the Board Meeting Agenda(s) and Board Minute(s). | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

| Compliance Requirements* | Supporting Documentation | SCHOOL ADMIN. | | BOARD CERTIFICATION BY JANUARY 14, 2022 |
|--|---|-------------------------------------|--------------------------|---|
| 27. The charter school complies with all applicable requirements of Ed. Code § 56040.3 pertaining to school-purchased technology devices for individuals with exceptional needs. | Documentation of compliance with the requirements, which may include but is not limited to, how students were provided access to devices in order to receive a free appropriate public education. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

(By Friday, October 29, 2021)

The undersigned hereby certifies that, on OCTOBER 4, 2021 the School Administrator of
Date(s)

MAGNOLIA SCIENCE ACADEMY 7

Name of Charter School

reviewed the school's compliance with legal, charter, and District policy requirements.

| | | |
|---|--|----------------------------|
| MEAGAN WITTEK | | 10/4/21 |
| <small>Printed Name of School Administrator</small> | <small>Signature of School Administrator</small> | <small>Date Signed</small> |

CERTIFICATION OF BOARD COMPLIANCE REVIEW

(By Friday, January 14, 2022)

The undersigned hereby certifies that, on OCTOBER 14, 2021 , the Governing Board of
Date(s)

MAGNOLIA SCIENCE ACADEMY 7

Name of Charter School

reviewed the school's compliance with legal, charter, and District policy requirements.

This certification includes the following relevant documentation:

- Board Agenda where item was discussed
- Board Minutes
- Board Agenda Approving the Minutes

| | | |
|--|---|----------------------------|
| SANDRA COVARRUBIAS | | |
| <small>Printed Name of Governing Board Chair</small> | <small>Signature of Governing Board Chair</small> | <small>Date Signed</small> |



LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

333 South Beaudry Avenue, 20th Floor, Los Angeles, CA 90017
Office: (213) 241-0399 ♦ Prop. 39: (213) 241-5130 ♦ Fax: (213) 241-2054

MEGAN K. REILLY
Interim Superintendent

VERONICA ARREGUIN
Chief Strategy Officer

JOSÉ COLE-GUTIÉRREZ
Director, Charter Schools Division

CHARTER SCHOOL COMPLIANCE MONITORING
2021-2022

Dear Charter School Governing Board President and Charter School Leaders:

As part of its oversight responsibility set forth in California Education Code § 47604.32, the LAUSD, through the Charter Schools Division (CSD), monitors each charter public school's compliance with applicable legal, charter, and policy requirements. The CSD's compliance oversight process encompasses three important actions by each charter school:

- (1) **School Administrator's Certification**: As the CSD continues its focus on ensuring that the well-being of students remains first and foremost, **by October 29, 2021**, (designed to be aligned with the six-week deadline for Child Abuse Mandated Reporter training) as part of the school's Q1 electronic submission of documents, we request that the school site administrator submit the attached certification confirming the school's implementation of safety measures at the beginning of the school year. This beginning of the year certification by the school administrator informs the governing board and supports the school in ensuring that critical organizational and management systems are in place as the school year begins, as these requirements greatly impact students, staff, and the public. **Please return the entire document with only the school administrator's columns completed, along with the administrator's signature no later than October 29, 2021.**

- (2) **Certification of Board Compliance Review**: As in previous years, and as part of the Governing Board's fulfillment of its fiduciary governance responsibility to ensure that the charter school complies with all applicable laws and other requirements, it is critical that the school's Governing Board periodically review, discuss, monitor, and modify, if necessary, the school's policies and systems for compliance with such requirements. **Please complete and sign the final certification at the end of the attached document, *Compliance Monitoring and Certification of Board Compliance Review 2021-2022*, and return the entire document, (including the administrator's certification from the first submission). Please include the relevant Board agenda(s) and minutes as evidence of the Governing Board's review of these items and submit to the Charter Schools Division via Dropbox no later than January 14, 2022.**

The CSD is very much aware and acknowledges that governing boards provide fiduciary oversight and hire a leader (or leaders) to execute day-to-day operations and appropriately delegated functions. Moreover, the charter school's governing board is the first line of charter school oversight. As part of the District's oversight process, this certification is intended to serve as a formal acknowledgement from charter school governing boards of their review and appropriate due diligence in these key areas as part of their own organizational oversight function. As stated in the *LAUSD Policy and Procedures for Charter Schools*, "While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own governing board. The governing board of a charter school has an ongoing

responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders.” This annual certification also provides charter governing boards an opportunity to confirm with their school leadership that systems are/remain in place to fulfill these critical requirements that impact students, staff, and the public.

- (3) Documentation of Compliance: As we have historically done, the CSD will review documentation of compliance with several key legal requirements as part of this year’s annual performance-based oversight visit to each charter school. To facilitate effective and efficient compliance review on the day of the visit, please adhere to the guidance provided in the *Annual Performance-Based Oversight Visit Preparation Guide 2021-2022* for the preparation of the school’s compliance documentation. Please ensure that this documentation is current, complete, and accurate. The “Supporting Documentation” column of the table in the attached *Compliance Monitoring and Certification of Board Compliance Review 2021-2022* may provide useful support and assistance in this endeavor.

We appreciate your continued collaboration and cooperation as we work together so that all youth achieve in healthy and safe environments. Should you have questions, please contact your assigned CSD administrator.

Best wishes,

José Cole-Gutiérrez
Director, Charter Schools Division

COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2021-2022

School Name: **MAGNOLIA SCIENCE ACADEMY BELL**

Board President Name: **SANDRA COVARRUBIAS**

Charter Management Organization: **MAGNOLIA PUBLIC SCHOOLS**

LAUSD Loc. Code: **5166**

INSTRUCTIONS: This Compliance Monitoring and Certification Checklist needs to be submitted twice but both certifications must be completed on the same form.

First submission should be completed by checking each appropriate box (Compliant **OR** In Process) for items 1-23; school administrator needs sign and date the certification page and submitted all pages no later than October 29, 2021 via Dropbox.

Second submission needs to be completed by checking each appropriate items 1-23 under the board certification column, Board Chair needs to sign the certification page and submit with supporting documentation such as the Board Agenda where item was discuss, Board Minutes and Board Agenda approving the minutes no later than January 14, 2022 via Dropbox.

Note: Checklist boxes cannot be left uncheck for any of the items unless you indicated Not Applicable (N/A). Compliance Certification with wet signatures must remain at the school site and be available for review upon request by the oversight team at any time.

| Compliance Requirements* | Supporting Documentation | SCHOOL ADMIN. | | BOARD CERTIFICATION BY JANUARY 14, 2022 |
|--|---|-------------------------------------|--------------------------|---|
| | | COMPLIANT | REQUIREMENT IN PROCESS | |
| 1. The charter school maintains timely and current verification of criminal background and TB clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., Ed. Code § 47605(b)(5)(F); Ed. Code §§ 45122.1 and 45125.1; Ed. Code § 49406; Ed. Code § 44237. | Documentation that the school has at least one DOJ-confirmed Custodian of Records | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Completed and signed "Certification of Clearances, Credentialing and Mandated Reporter Training 2021-2022" form | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

| Compliance Requirements* | Supporting Documentation | SCHOOL ADMIN. | | BOARD CERTIFICATION BY JANUARY 14, 2022 |
|---|--|-------------------------------------|--------------------------|---|
| | Completed and signed "Criminal Background Clearance Certification" for each faculty and staff member to certify criminal background clearance prior to employment. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Certification of timely DOJ and TB clearances by all contracting entities. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements. Ed Code § 49406; Health & Safety Code §§ 121525, 121535, 121545, and 121555. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. Teachers (including but not limited to English language arts, social studies, science, and mathematics) hold an EL Certification and a valid Commission on Teacher Credentialing Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per federal and state law, ESSA. See Ed. Code § 47605(l). | For each certificated staff member: Credential(s) are appropriate for the position(s) to which the person has been assigned, and are in alignment with Ed. Code § 47605(l) and other applicable law | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Master schedule that shows all assignment(s) of each certificated staff member. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2a. The administration and board have a system in place for reporting applicable employee misconduct to the Commission on Teacher Credentialing. | Internal human resources procedures | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 3. The Charter Schools Division has been provided with, and parents have access to, the school's most current contact information for each Governing Board member and the 2021-2022 Board meetings calendar . See current | Accurate and updated school contact information | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Accurate and updated list/roster of | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

| Compliance Requirements* | Supporting Documentation | SCHOOL ADMIN. | | BOARD CERTIFICATION BY JANUARY 14, 2022 |
|---|--|-------------------------------------|--------------------------|---|
| | | | | |
| <i>Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (FSDRL).</i> | Governing Board members and contact information | | | |
| | Calendar of Governing Board meeting dates and location(s) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 4. Charter school complies with the pre- and post-lottery and enrollment forms guidelines. See <i>Admissions Requirements and Materials</i> (August 2011). | Lottery form and enrollment packet | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 5. Charter school shall ensure that staff receives annual training on the charter school's health, safety, and emergency procedures , and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., Ed Code §§ 32280-32289) b. Child Abuse Mandated Reporter training as outlined in Ed. Code § 44691; Penal Code § 11165.7 c. Blood borne Pathogens training (see 8 CCR § 5193) d. Pupil Suicide Prevention Policy, as outlined in Ed. Code, § 215 | Comprehensive Health, Safety, and Emergency Plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Documentation of emergency drills and preparedness training | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Documentation of timely and compliant Child Abuse Mandated Reporter training | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Documentation of annual Blood borne Pathogens training | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Documentation of Pupil Suicide Prevention Policy training | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 6. Co-location Charters only- The school administrator and governing board acknowledges and understands that the independent charter school follows applicable District policy, including the District School Safety Plan, as a co-location school. | Participation in District and site level co-location meetings | | | |
| | Review of Policy Bulletin-5532.1 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Meeting with local district site principal for additional information and questions | | | |
| 7. The charter school has either implemented the LAUSD Master Plan for English Learners and Standard English Learners or updated and implemented its own master plan in accordance with English Language Master Plan requirements. See current FSDRL and 2021-2022 Welcome Letter. | EL Certification Form | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | EL Master Plan has been updated (if the school has not adopted the LAUSD EL Master Plan) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

| Compliance Requirements* | Supporting Documentation | SCHOOL ADMIN. | | BOARD CERTIFICATION BY JANUARY 14, 2022 |
|--|---|-------------------------------------|--------------------------|---|
| | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 8. The charter school's school climate and student discipline systems and procedures align with LAUSD's Discipline Foundation Policy and School Climate Bill of Rights . See current FSDRL. | Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Evidence of the tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 9. Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements , and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current FSDRL. | Monthly suspension and expulsion reports | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 10. Charter School ensures that any and all school communications, including the Parent Student Handbook , are consistent with the provisions of school's approved charter as well as applicable law (e.g., translation required in the target language if Charter School has 15% of more of Stakeholders who speak that language.) | Parent Student Handbook | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 11. The charter school's occupancy and use of facilities shall be in compliance with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, including but not limited to, the Americans with Disabilities Act. See 42 U.S.C.A. § 12182; Ed. Code § 47610; see also current FSDRL. | Current and appropriate Certificate of Occupancy or equivalent; documentation of compliance with fire-life-safety requirements; other required documentation (for any school site not located on District property) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 12. The charter school complies with all federal and state laws related to public entities , including, but not limited to: <ul style="list-style-type: none"> Ralph M. Brown Act, Gov. Code §§ | Board meeting agendas and minutes for the past 12 months | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

| Compliance Requirements* | Supporting Documentation | SCHOOL ADMIN. | | BOARD CERTIFICATION BY JANUARY 14, 2022 |
|--|--|---------------|---|---|
| 54950, et seq. <ul style="list-style-type: none"> Political Reform Act of 1974, Gov. Code §§ 81000, et seq. California Public Records Act, Gov. Code § 6250, et seq. Conflicts of Interest, Gov. Code § 1090. See current FSDRL. | | | | |
| | Verification of compliant public posting of Board agendas, including on the school website | ☒ | ☐ | ☒ |
| | Evidence of Brown Act training | ☒ | ☐ | ☒ |
| | Forms 700 | ☒ | ☐ | ☒ |
| | School policy for responding to Public Records Act requests | ☒ | ☐ | ☒ |
| 13. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school. | Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school | ☒ | ☐ | ☒ |
| 14. By-laws are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary. | Current and signed Board-approved bylaws | ☒ | ☐ | ☒ |
| 15. The charter school meets the provisions of eligibility and/or is a participant of state and federal programs and/or grants , which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Proposition 20 – State Lottery (e.g., Gov. Code § 8880.4), Education Protection Act (Proposition 30), Special Education (Ed. Code § 56000, et seq.), Ed. Code § 47614.5, and all other federal and state programs in which the charter school participates. | {See “Fiscal Review” in the <i>Annual Performance-Based Oversight Visit Preparation Guide</i> for list of documentation to be provided to the CSD Fiscal Team] | ☒ | ☐ | ☒ |
| 16. The charter school implements Uniform Complaint Procedure (UCP) policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school’s website, that are compliant with federal and state requirements., See, e.g., guidance provided at http://www.cde.ca.gov/re/cp/uc/ | The governing board has reviewed the school’s: <ul style="list-style-type: none"> UCP policies UCP procedures UCP forms | ☒ | ☐ | ☒ |
| 17. The charter school, as a recipient of federal reimbursement for the National School | Local School Wellness Policy, including | ☒ | ☐ | ☒ |

| Compliance Requirements* | Supporting Documentation | SCHOOL ADMIN. | | BOARD CERTIFICATION BY JANUARY 14, 2022 |
|--|--|---------------|---|---|
| <p>Lunch/Breakfast program and/or as a school on District property, has adopted a Local School Wellness Policy. See 42 U.S.C.A. § 1751, et seq.; 42 U.S.C.A. § 1771, et seq.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program, and is not located on District property, development and adoption of an equivalent Wellness Policy likely would benefit the school and its students.</p> | evidence of stakeholder input in the development of the policy and annual progress report | | | |
| <p>18. The governing board oversees the development of and approves/adopts the stakeholder engagement process, goals, actions, measurable outcomes, and expenditures in the school's Learning Local Control Accountability Plan (LCAP) and annual update in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.</p> | Documentation of stakeholder engagement, including Board Meeting Agendas, Board Minutes, LCAP, and related documents (e.g., Annual Update, and Budget Overview for Parents). | ☒ | ☐ | ☒ |
| <p>19. The charter school ensures compliance with the LAUSD's Keeping Parents Informed: Charter Public School Transparency Resolution of January 12, 2016, which includes documents available both manually and electronically, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office. Ed. Code §§ 17280 to 17317.</p> | Documentation of discussion by the Governing Board including Board Meeting Agendas and Board Minutes and review that documentation is available both manually and electronically | ☒ | ☐ | ☒ |
| <p>20. The charter school ensures that it is in compliance with all applicable state law regarding students experiencing homelessness and foster youth, including but not limited to the provisions of Ed. Code §§ 48853, 48853.5, 49069.5, 51225.1, 51225.2 and 48850, as amended from time to time.</p> | Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school's designee and the partial credit policy, if applicable | ☒ | ☐ | ☒ |
| <p>21. Schools Serving Grade 9 only: The charter school complies with all applicable requirements of Ed. Code § 51224.7.</p> | Documentation of the adoption of the charter school's established policy in compliance with Education Code section 51224.7, including the Board Meeting Agendas and Board Minutes | ☐ | ☐ | ☐ |

| Compliance Requirements* | Supporting Documentation | SCHOOL ADMIN. | | BOARD CERTIFICATION BY JANUARY 14, 2022 |
|---|--|-------------------------------------|--------------------------|---|
| 22. The charter school complies with all applicable requirements of Ed. Code, § 215: Pupil Suicide Prevention Policies. (Schools serving Grades 7-12). If the charter school is co-located on District property (Prop 39), the charter school must comply with the District's policy (BUL: 2637.4 <i>Suicide Prevention, Intervention, and Postvention</i>) and must access training via the District's website through MyPLN. | Documentation of the adoption of the charter school's policy as outlined in Ed. Code, § 215, including the Board Meeting Agendas and Board Minutes | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 23. For High Schools Only: The charter school has obtained WASC accreditation and UCOP Doorways Course Approval. | Charter school approvals are listed on the WASC website and UCOP Doorways website | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. The charter school complies with all applicable requirements of Ed. Code §§ 231.5 and 231.6 regarding sexual harassment notifications (Schools serving Grades 9-12). | Verification of pupils being notified in accordance with applicable legal requirements (Ed. Code §§ 231.5 and 231.6), displaying a poster in bathrooms and locker rooms at the schoolsite. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. Charter school must comply with all online posting requirements related to the filing of a Title IX complaint pursuant to Education Code section 221.61. | Documentation of the charter school's online posting(s) containing all the required information set forth in Education Code section 221.61. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 26. Charter school must comply with all Title IX federal requirements including the adoption and publishing of grievance procedures. These procedures are intended to provide for the prompt and equitable resolution of student and employee complaints set forth in 34 C.F.R. § 106.8. | Documentation of the charter school's adoption and publishing of its grievance procedures including the Board Meeting Agenda(s) and Board Minute(s). | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

| Compliance Requirements* | Supporting Documentation | SCHOOL ADMIN. | | BOARD CERTIFICATION BY JANUARY 14, 2022 |
|--|---|-------------------------------------|--------------------------|---|
| 27. The charter school complies with all applicable requirements of Ed. Code § 56040.3 pertaining to school-purchased technology devices for individuals with exceptional needs. | Documentation of compliance with the requirements, which may include but is not limited to, how students were provided access to devices in order to receive a free appropriate public education. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

(By Friday, October 29, 2021)

The undersigned hereby certifies that, on OCTOBER 4, 2021 the School Administrator of
Date(s)

MAGNOLIA SCIENCE ACADEMY BELL

Name of Charter School

reviewed the school's compliance with legal, charter, and District policy requirements.

| | | |
|---|--|---------------------------------------|
| LAURA SCHLOTTMAN <small>Printed Name of School Administrator</small> | <small>Signature of School Administrator</small> | 10/4/21 <small>Date Signed</small> |
|---|--|---------------------------------------|

CERTIFICATION OF BOARD COMPLIANCE REVIEW

(By Friday, January 14, 2022)

The undersigned hereby certifies that, on OCTOBER 14, 2021 , the Governing Board of
Date(s)

MAGNOLIA SCIENCE ACADEMY BELL

Name of Charter School

reviewed the school's compliance with legal, charter, and District policy requirements.

This certification includes the following relevant documentation:

- Board Agenda where item was discussed
- Board Minutes
- Board Agenda Approving the Minutes

| | | |
|--|---|------------------------------------|
| SANDRA COVARRUBIAS <small>Printed Name of Governing Board Chair</small> | <small>Signature of Governing Board Chair</small> | <small>Date Signed</small> |
|--|---|------------------------------------|

Coversheet

Approval of 2021-22 Compliance Monitoring and Certification of Board Compliance Review for MSA-Santa Ana

Section: III. Consent Items
Item: B. Approval of 2021-22 Compliance Monitoring and
Certification of Board Compliance Review for MSA-Santa Ana
Purpose: Vote
Submitted by:
Related Material:
2021-22 Compliance Monitoring and Certification of Board Compliance Review for MSA-
Santa Ana.pdf



| | |
|---------------------|--|
| Board Agenda Item # | III B: Consent Item |
| Date: | October 14, 2021 |
| To: | Magnolia Public Schools - Board of Directors |
| From: | Alfredo Rubalcava, CEO & Superintendent |
| Staff Lead: | David Yilmaz, Chief Accountability Officer |
| RE: | Approval of 2021-22 Compliance Monitoring and Certification of Board Compliance Review for MSA-Santa Ana |

Proposed Board Recommendation

I move that the board approve the 2021-22 Compliance Monitoring and Certification of Board Compliance Review for MSA-Santa Ana.

Background

This is an annual item that the Board needs to approve for our State Board of Education (SBE) authorized MPS school: MSA-Santa Ana. The SBE has started a process similar to what LAUSD has been doing by requiring each charter school to get this certification approved by their board and submit it along with approved board agenda and minutes. This document certifies that the charter school meets all compliance requirements indicated on the document. The CDE reviews documentation of compliance during their oversight visit to each school.

The CDE has listed 19 areas of compliance requirements for review on the document ranging from teacher credentials to obtaining WASC accreditation. They have also provided examples of supporting documentation for each compliance item. (See attachments.) MSA-Santa Ana has all of the supporting documentation for each of the 19 areas where some of the documents are posted on the school website (Board member roster and information, Parent/Student Handbook, Bylaws, Conflict of Interest Policy, Complaint Form, UCP, PRA, Safety Plan, etc.) and others are on file (teacher credential template, DOJ/TB, Brown Act training, etc.) We work with our assigned CDE specialist in the submission of any requested documents. MSA-SA principal has already signed the attached document certifying that the school has reviewed the school's compliance related policies, systems, and procedures. In support of the school, the Home Office also oversees and ensures that MSA-SA meets all of the compliance items.

The CDE requires that the Governing Board Chair sign the certification upon Board review and approval. The signed certification page will be submitted to the CDE.

Budget Implications

N/A

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

It is part of the Board's fiduciary governance responsibility to ensure that MSA-Santa Ana complies with all applicable laws and other requirements as indicated on the attached form.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- MSA-SA Compliance Requirements 2021-22 (signed by the principal)
- Instructions and Examples Compliance Requirements 2021-2022

**COMPLIANCE MONITORING AND
CERTIFICATION OF GOVERNING BOARD COMPLIANCE REVIEW
2021–2022**

School Name: _____MAGNOLIA SCIENCE ACADEMY SANTA ANA_____

(CDS Code Number): _____30-76893-0130765_____

| Compliance Requirements |
|---|
| 1. The charter school follows the credentialing requirements in California <i>Education Code (EC)</i> , Section 47605 (l)(1)(2) and that each teacher has satisfied the requirements for the Certificate of Clearance as outlined in <i>EC</i> , sections 44339, 44330, and 44341 |
| 2. The charter school maintains timely and current verification of tuberculosis clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). <i>EC</i> , sections 47605(b)(5)(F), 45122.1, 45125.1, and 49406. |
| 3. The Charter Schools Division has been provided with, and parents have access to, the school’s most current contact information for each Governing Board member and the 2020–2021 Board meetings calendar. |
| 4. The charter school complies with the pre- and post-lottery and enrollment forms guidelines. |
| 5. The charter school shall ensure that staff receives annual training on the charter school’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: <ul style="list-style-type: none"> • Health, Safety and Emergency Preparedness Plan (School Safety Plan) <i>EC</i> 32280–32289 • Child Abuse Mandated Reporter Training Assembly Bill (AB) 1432 (2014); <i>EC</i> 44691; <i>Penal Code</i> Section 11165.7 <ul style="list-style-type: none"> ▪ Blood borne Pathogens training <i>California Code of Regulations</i>, Title 8, Section 5193 ▪ Pupil Suicide Prevention Policy, AB 2246 (2016) |

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| 6. The charter school's school climate and student discipline systems and procedures align with best practices. |
| 7. The charter school shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available upon request. |
| 8. The charter school ensures that any and all school communications, including the Parent Student Handbook, are consistent with the provisions of the school's approved charter as well as applicable law (e.g., translated for 15 percent and above languages) |
| 9. The charter school's occupancy and use of facilities shall follow applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, and the Americans with Disability Act, <i>EC 47610</i> |
| 10. The charter school complies with all federal and state laws related to public entities, including, but not limited to: <ul style="list-style-type: none">• Ralph M. Brown Act• Political Reform Act• Public Records Act• <i>Government Code, Section 1090</i> <p><i>During the COVID-19 Pandemic the meeting location requirement was lifted through Senate Bill (SB) 98. This requirement is expected to be reinstated after the COVID-19 crisis has passed.</i></p> |
| 11. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school. |
| 12. By-laws are current and consistent with the approved charter, Governing Board-approved, and signed by the Governing Board secretary. |

| |
|---|
| <p>13. The charter school implements its own Uniform Complaint Procedure policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school's website, that are compliant with federal and state requirements. Guidance provided at http://www.cde.ca.gov/re/cp/uc/.</p> |
| <p>14. Due to the COVID-19 Pandemic, the Governing Board oversees the development of and approves/adopts the Learning and Continuity Plan for the 2020–2021 school year, in place of the annual Local Control Accountability Plan (EC 47606.5., SB 98).</p> |
| <p>15. The charter school ensures that it follows all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and EC 48850</p> |
| <p>16. The charter school has a form posted on their website for complaints pursuant to EC 47605(d)(4) to be filed with the charter authorizer.</p> <p>The California Department of Education has provided a template form for use by charter schools. This template form must be modified before distributing to parents and posting on the charter school's website. The template form can be found at https://www.cde.ca.gov/sp/ch/documents/rescscomplaints.pdf.</p> |
| <p>17. For schools serving grade nine only: The charter school complies with all applicable requirements of the California Mathematics Placement Act of 2015.</p> |
| <p>18. The charter school complies with all applicable requirements of AB 2246: Pupil Suicide Prevention Policies.</p> |
| <p>19. For high schools only: The charter school has obtained or is in the process of obtaining, Western Association of Schools and Colleges accreditation and University of California Office of the President Doorways Course Approval.</p> |

Please attach the relevant Governing Board agenda(s) and approved minutes for the meeting(s) at which the Governing Board has reviewed the school's compliance with the items listed above.

California Department of Education reserves the right to request, at any time supporting documentation for the requirements listed below.

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

(by November 30, 2021)

The undersigned hereby certifies that, on
9/30/2021 the School Administrator of
Date(s)

MAGNOLIA SCIENCE ACADEMY SANTA ANA

Name of Charter School

reviewed the school's compliance related policies, systems, and procedures.

| | | |
|---|--|----------------------------|
| Steven Keskinturk | <i>Steven Keskinturk</i> | 9/30/2021 |
| <small>Printed Name of School Administrator</small> | <small>Signature of School Administrator</small> | <small>Date Signed</small> |

CERTIFICATION OF GOVERNING BOARD COMPLIANCE REVIEW

(by November 30, 2021)

The undersigned hereby certifies that, on
10/14/2021 the Governing Board of
Date(s)

MAGNOLIA SCIENCE ACADEMY SANTA ANA

Name of Charter School

reviewed the school's compliance related policies, systems, and procedures.

| | | |
|--|---|----------------------------|
| Sandra Covarrubias | | |
| <small>Printed Name of Governing Board Chair</small> | <small>Signature of Governing Board Chair</small> | <small>Date Signed</small> |

**COMPLIANCE MONITORING AND
CERTIFICATION OF GOVERNING BOARD COMPLIANCE REVIEW
2021–2022
Instructions and Examples**

| Compliance Requirements | Supporting Documentation Examples |
|---|---|
| <p>1. The charter school follows the credentialing requirements in California <i>Education Code (EC)</i>, Section 47605 (l)(1)(2) and that each teacher has satisfied the requirements for the Certificate of Clearance as outlined in <i>EC</i>, sections 44339, 44330, and 44341</p> | <ul style="list-style-type: none"> • Completion of annual credential template submitted to the SBE Oversight mailbox. • Certificate of Clearance for each teacher posted on the California Commission for Teacher Credentialing website at www.ctc.org. |
| <p>2. The charter school maintains timely and current verification of tuberculosis (TB) clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). <i>EC</i>, sections 47605(b)(5)(F), 45122.1, 45125.1, and 49406.</p> | <ul style="list-style-type: none"> • Certification of timely Department of Justice and TB clearances by all contracting entities; • Documentation of compliance with applicable volunteer clearance requirements, including TB risk assessment/clearance requirements under Assembly Bill 166 |
| <p>3. The Charter Schools Division has been provided with, and parents have access to, the school's most current contact information for each Governing Board member and the 2021–2022 Board meetings calendar.</p> | <p>Documentation of:</p> <ul style="list-style-type: none"> • Accurate and updated school contact information • Accurate and updated list/roster of Governing Board members and contact information • Calendar of Governing Board meeting dates and location(s) |
| <p>4. The charter school complies with the pre- and post-lottery and enrollment forms guidelines.</p> | <ul style="list-style-type: none"> • Lottery form and enrollment packet |
| <p>5. The charter school shall ensure that staff receives annual training on the charter school's health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to:</p> | <ul style="list-style-type: none"> • Certification of Comprehensive Health, Safety, and Emergency Plan; • Documentation of emergency drills and preparedness training; |

| | |
|---|--|
| <ul style="list-style-type: none"> • Health, Safety and Emergency Preparedness Plan (School Safety Plan), <i>EC 32280–32289</i> • Child Abuse Mandated Reporter Training, AB 1432 (2014); <i>EC 44691; Penal Code (PC) 11165.7</i> <ul style="list-style-type: none"> ▪ Blood borne Pathogens training, <i>California Code of Regulations</i>, Title 8, Section 5193 ▪ Pupil Suicide Prevention Policy, AB 2246 (2016) | <ul style="list-style-type: none"> • Documentation of timely and compliant Child Abuse Mandated Reporter training; • Documentation of Pupil Suicide Prevention Policy training |
| <p>6. The charter school’s school climate and student discipline systems and procedures align with best practices.</p> | <ul style="list-style-type: none"> • Description of the school-wide student behavior and discipline system • Evidence of the tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides |
| <p>7. The charter school shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available upon request.</p> | <ul style="list-style-type: none"> • Monthly suspension and expulsion reports |
| <p>8. The charter school ensures that any and all school communications, including the Parent Student Handbook, are consistent with the provisions of school’s approved charter as well as applicable law (e.g., translated for 15 percent and above languages)</p> | <ul style="list-style-type: none"> • Parent Student Handbook |
| <p>9. The charter school’s occupancy and use of facilities shall follow applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, and the Americans with Disability Act, <i>EC 47610</i></p> | <ul style="list-style-type: none"> • Current and appropriate Certificate of Occupancy or equivalent; documentation of compliance with fire-life-safety requirements |

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| <p>10. The charter school complies with all federal and state laws related to public entities, including, but not limited to:</p> <ul style="list-style-type: none"> • Ralph M. Brown Act • Political Reform Act • Public Records Act • <i>Government Code, Section 1090</i> <p><i>During the COVID-19 Pandemic the meeting location requirement was lifted through Senate Bill (SB) 98. This requirement is expected to be reinstated after the COVID-19 crisis has passed.</i></p> | <ul style="list-style-type: none"> • Board meeting agendas and minutes for the past 12 months, • Verification of compliant public posting of Board agendas, including on the school website, • Evidence of Brown Act training, • Evidence of Form 700 compliance and filing, • School policy for responding to Public Records Act (PRA) requests, • Evidence of adopted Conflict of Interest policy, • Adopted bylaws referencing Conflict of Interest policy aligned to SB 126 requirements. |
| <p>11. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school.</p> | <ul style="list-style-type: none"> • Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments) |
| <p>12. By-laws are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.</p> | <ul style="list-style-type: none"> • Current and signed Board-approved bylaws |
| <p>13. The charter school implements its own Uniform Complaint Procedure policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school's website, that are compliant with federal and state requirements. Guidance provided at http://www.cde.ca.gov/re/cp/uc/</p> | <ul style="list-style-type: none"> • Assurance the Governing Board has reviewed the school's; <ul style="list-style-type: none"> ○ UCP policies ○ UCP procedure ○ UCP form |
| <p>14. Due to the COVID-19 Pandemic, the Governing Board oversees the development of and approves/adopts the</p> | <ul style="list-style-type: none"> • Documentation of board meeting agendas, board Minutes, and approved Learning and Continuity Plan |

| | |
|---|--|
| <p>Learning and Continuity Plan for the 2021–2022 school year, in place of the annual Local Control Accountability Plan, <i>EC</i> 47606.5., SB 98</p> | |
| <p>15. The charter school ensures that it follows all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and <i>EC</i> 48850</p> | <ul style="list-style-type: none"> • Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school’s designee and the partial credit policy, if applicable |
| <p>16. The charter school has a form posted on their website for complaints pursuant to <i>EC</i> 47605(d)(4) to be filed with the charter authorizer.</p> <p>The California Department of Education has provided a template form for use by charter schools. This template form must be modified before distributing to parents and posting on the charter school's website. The template form can be found at: https://www.cde.ca.gov/sp/ch/documents/rescscomplaints.pdf</p> | <ul style="list-style-type: none"> • Documentation of complaint form posted on website. |
| <p>17. Schools serving grade nine only: The charter school complies with all applicable requirements of the California Mathematics Placement Act (CMPA) of 2015.</p> | <ul style="list-style-type: none"> • Documentation of the adoption of the charter school’s established policy in compliance with CMPA of 2015, including the Board Meeting Agendas and Board Minutes |
| <p>18. The charter school complies with all applicable requirements of AB 2246: Pupil Suicide Prevention Policies.</p> | <ul style="list-style-type: none"> • Documentation of the adoption of the charter school’s policy established in compliance with the AB 2246, including the Board Meeting Agendas and Board Minutes |
| <p>19. For high schools only: The charter school has obtained or is in the process of obtaining, Western Association of Schools and Colleges (WASC) accreditation and University of California Office of the President (UCOP) Doorways Course Approval.</p> | <ul style="list-style-type: none"> • Charter school approvals are listed on the WASC website and UCOP Doorways website |

Coversheet

Approval of AG Construction to Provide Services for all Magnolia Public Schools

Section: IV. Action Items
Item: A. Approval of AG Construction to Provide Services for all
Magnolia Public Schools
Purpose: Vote
Submitted by:
Related Material: AG Construction Approval (Board).pdf



Agenda Item #: IV A: Action Item
Date: October 14, 2021
To: Magnolia Educational & Research Foundation dba Magnolia Public Schools
("MPS") Board of Directors
From: MPS Audit/Facilities Committee
Staff Lead: Patrick Ontiveros, General Counsel & Director of Facilities
RE: Approval of AG Construction as a Construction Services Provider

I. Proposed Recommendation(s)

Staff recommends and moves that the Board of Directors approve AG Construction as a construction services vendor for all Magnolia Public Schools retroactively as of January 1, 2021.

II. Background

At its February 2020 meetings, the Committee and MPS Board approved AG Construction for a construction project at MSA-7. See attached Exhibit A for the original Committee and Board report. Consistent with such reports, which stated in part "*MPS Staff believes that the bid from AG Construction represents the best value to MPS and MSA-7.*" As part of such approvals, Staff had intended to recommend that AG Construction be approved as a preferred vendor for construction services for all MPS schools but such approval was only recommended for MSA-7. It was a Staff oversight error which Staff seeks to correct.

III. Budget Impact

Magnolia Science Academy – 7 building improvement costs will be recorded as leasehold improvement and depreciated over the years. Therefore, the budget impact of the cost would be minimum for each year.



Exhibit A

February 2020 Board Report



| | |
|--|---|
| Facilities Committee Agenda Item #: | II B – Recommended Action |
| Date: | February 4, 2020 |
| To: | Magnolia Educational & Research Foundation dba Magnolia Public Schools (“ MPS ”) Ad Hoc Committee (the “ Committee ”) |
| From: | Alfredo Rubalcava, CEO & Superintendent |
| Staff Lead: | Patrick Ontiveros, General Counsel & Director of Facilities |
| RE: | Use of MSA-7 Reserves to Pay For Capital Improvements |

I. Proposed Recommendation(s)

Staff recommends and moves that the Facilities Committee approves and recommend to the MPS Board of Directors that it approves the expenditure by MSA-7 of up to THIRTY FIVE THOUSAND DOLLARS (\$35,000) to perform certain capital improvement projects (collectively, the “**Project**”) at Magnolia Science Academy—7 (“**MSA-7**”).

II. Background

A. General

MSA-7 is located at 18355 Roscoe Boulevard in Northridge. It leases space at that location from the First Lutheran Church of Northridge. MSA7 entered into the lease as of December 1, 2011 with an initial term running from December 1, 2012 to July 31, 2017. The lease contains two five year renewal options. The first renewal option has been exercised such that the current term expires on July 31, 2022. The second renewal option, if exercised, would extend the lease until July 31, 2027.

B. Prior Authorizations

MSA-7 fully utilized both its Charter School Facility Incentive grant and its Prop 39 Energy Grant award to make improvements. CSFIG funded the repair of the pavement within the MSA-7 facility boundaries, the removal and replacement of the sand in the play area with a new rubberized surface, and the creation of a new staff restroom and the upgrade of existing student restrooms. The Prop 39 Energy Grant was used to implement several energy efficiency upgrades at the Premises.



C. Why the Current Approval is Needed

There are multiple facility needs that were not included in the operating budget for MSA-7. As a consequence, MSA-7 is required to pay for such improvements from its long term reserves. The scope of work of the Project, includes but may not be limited, to the following:

1. Replace concrete wall near the back of school. The existing wall is not stable and is a safety concern. See attached pictures, Exhibit C.
2. Replace retaining wall in the playground area. The wood planks keep shifting causing the metal plates to stick out. Involves removal of trees. See attached pictures, Exhibit C.
3. Repair cracks in asphalt. – Large cracks in the asphalt in the basketball court are safety concerns. See attached pictures, Exhibit C.

III. Procurement

MPS Staff solicited bids from three (3) general contractors. Two general contractors provided bids, copies of which are attached as Exhibits A and B. The third general contractor at the last minute decided that it would not provide a bid. All general contractors visited the site and surveyed the scope of work.

MPS Staff believes that the bid from AG Construction represents the best value to MPS and MSA-7.

While AG Construction's bid is only \$29,875, MPS Staff believes it is prudent to budget a contingency for any unforeseen conditions.

IV. Budget Impacts

The \$35,000 would be paid for out of MSA-7's long term reserves. The finance department has confirmed that MSA-7 has sufficient reserves to pay for the Project and still have remaining reserves that meet Authorizer and State requirements.

| | |
|---------------------------------|----------------|
| Current Long Term Reserves | \$1,749,972.00 |
| Project Cost (with Contingency) | \$35,000.00 |
| Remaining Long Term Reserves | \$1,714,972.00 |



Exhibit A

AG Construction Bid

Exhibit A

AG CONSTRUCTION

18960 Ventura Blvd #211
 Tarzana , CA 91356
 Tel. No. (818)963-1683
 Fax No. (818)344-1850
 License No. 706172
 Email: agconstruction18@gmail.com

AG CONSTRUCTION**PROPOSAL**

| | | |
|---|---|--------------|
| This proposal is submitted to: | Project Address: | INV# 2019-18 |
| Mr.Patrick Anton Esq Magnoalia Public school 250 East 1st Street , Suite 1500 LA ,Ca 90012 | Magnoalia science Academy Northridge ,Ca USD | |

| DESCRIPTION | | AMOUNT |
|--|--|---------------------|
| 12/20/19 | 1) installation of new door bottom weather strip at 26 location and 10 doors treshold | \$ 3,250.00 |
| | 2) Demolition of 33L.F of block wall ,removing two trees behind wall ,and rebuild new 70L.F of block wall the AT same location of old broken one | \$ 12,825.00 |
| | 3) Replacing Privacy cover on chain link fence up to 170 L.F | \$ 5,200.00 |
| | 4) Fixing concrete curb around the tree and reinstalling the chain link at this section | \$ 4,500.00 |
| | 5) Fixing crack at A.C sport field up tp 20 L.F | \$ 900.00 |
| | 6) Removing the tree in front of the block wall add | \$ 3,200.00 |
| Exclusion | Plan fee Permit fee,and proccesing | |
| Total Amount | | \$ 29,875.00 |
| All the above work to be completed in a substantial and workmanlike manner according to standard practice. | | |



Exhibit B

EXHIBIT B

Adams Innovative Renovations

Carson, California

Magnolia #7 Proposal

Tuesday, December 17, 2019

Owner:
Charlotte Brimmer

Phone:
Email/Fax:

Project Address:
Magnolia Science Charter #7

Job Number:

| Division | Scope | Qty | Unit Price | Cost | Total |
|-----------|---|-----|---------------------------------|-------------|---------------------|
| 1 | General Requirements | | | | |
| | Project hauling and dumping | 3 | \$ 750.00 | \$ 2,250.00 | |
| | | | | | \$ 2,250.00 |
| 2 | Site Construction | | | | |
| | Cut down and Remove 3 large trees and dig out roots | 3 | \$ 1,650.00 | \$ 4,950.00 | |
| | Remove existing damaged brick wall 6'x30' and dig up existing footing to prep for new foundation to support new wall | 1 | \$ 1,875.00 | \$ 1,875.00 | |
| | Remove existing damaged 2x's at bottom of gate with privacy screen. Remove 170ft of old privacy screen | 1 | \$ 1,300.00 | \$ 1,300.00 | |
| | Provide and install 10 door thresholds plus weather stripping for each door, weather strip for bottom of 4 bathroom doors | 1 | \$ 1,850.00 | \$ 1,850.00 | |
| | | | | | \$ 9,975.00 |
| 3 | Concrete | | | | |
| | Supply and install new masonry brick with foundation and supporting rebar for stabilization 6'x30' | 1 | \$ 7,500.00 | \$ 7,500.00 | |
| | Asphalt crack repair, open crack enough to pack and fill to compress new asphalt to repair | 1 | \$ 975.00 | \$ 975.00 | |
| | Partial retaining wall for area by sand box at the bottom of the chain link fence | 1 | \$ 2,150.00 | \$ 2,150.00 | |
| | | | | | \$ 10,625.00 |
| 10 | Specialties | | | | |
| | Privacy screen removal and install of new privacy screen 170 linear feet | 1 | \$ 2,250.00 | \$ 2,250.00 | |
| | | | | | \$ 2,250.00 |
| | | | Sub Total | | \$ 25,100.00 |
| | | | Overhead & Insurance | | \$ 5,020.00 |
| | **Deposit required at project startup** | | Grand Total | | \$ 30,120.00 |

Notes ***Cash, Checks and Credit Cards Accepted(Additonal Fee)***
***All material provided are builder quality. Any architectural or designer material will be billed accordingly.**
***Allowances are budgets only. Actual cost is subject to increase or decrease upon discovery of extent of repairs needed or not needed and/or materials selected.**
***Items are priced as a package. If items are removed from scope may cause prices to go up or down.**

Exclusions

Work not defined in above scope, permits, any and all unforeseen conditions

Print Name: _____

Accepted: _____ **Date:** _____

Monique Adams, Owner, G.C.

License # 1023432

335 E. Albertoni Street #200-755

Carson, CA 90746

310.256.0267

****Estimate Only, Once Approved Contract to follow****



Exhibit C – Pictures of Current Conditions & Project



Rear Wall



Rear Wall




Asphalt at Basketball Court



Retaining Wall at Playground



Exhibit C – Pictures of Current Conditions & Project

| | |
|--|---|
| |  <p data-bbox="878 890 1360 932">Retaining Wall at Playground</p> |
| | |

Coversheet

Approval of Magnolia Public Schools Revised Independent Study Policy

| | |
|--------------------------|---|
| Section: | IV. Action Items |
| Item: | B. Approval of Magnolia Public Schools Revised Independent Study Policy |
| Purpose: | Vote |
| Submitted by: | |
| Related Material: | Revised MPS Independent Study Policy.pdf |



| | |
|---------------------|--|
| Board Agenda Item # | IV B: Action Item |
| Date: | October 14, 2021 |
| To: | Magnolia Public Schools – Board of Directors |
| From: | Alfredo Rubalcava, Chief Executive Officer |
| Staff Lead: | Erdinc Acar, Chief Academic Officer |
| RE: | Approval of Revised MPS Independent Study Policy |

Proposed Board Recommendation

Staff recommends that the Board approves the revised Independent Study Policy for Magnolia Public Schools.

Background

Approved by the Governor on September 23, 2021. [AB-167 Education finance: Education omnibus budget trailer bill](#) further clarifies [AB 130 IS](#) requirements for LEAs. Specific to our Independent Study Policy and programs, the bill revises the following Ed Codes;

| Education Code Section | Summary of Revision |
|-------------------------------|---|
| 41422 | <ul style="list-style-type: none"> • Protects a charter school that is unable to offer 175 days of instruction due to COVID-related staffing shortages, after consultation with the County Office of Education and Superintendent of Public Instruction that all alternative staffing options have been exhausted. • Does not apply protections to charter schools for failure to offer 175 days for other COVID-related closures (other than staffing shortages) and instead provides credit for instructional days and minutes that had been scheduled for in-person instruction provided that instruction was instead offered through legally compliant independent study. |

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| <p>46392</p> | <ul style="list-style-type: none"> ● Provides for emergency apportionment protection for charter school closures related to staffing shortages related to COVID-19 under specified conditions which includes consultation with the county office of education and the Superintendent of Public Instruction and exhaustion of all options for obtaining staff coverage. ● Prohibits emergency apportionment for other COVID-related quarantines or closures from September 1, 2021 – June 30, 2022, with the exception of a material loss of attendance for pupils with IEPs whose IEP does not provide for participation in independent study. |
| <p>46393</p> | <ul style="list-style-type: none"> ● Requires an LEA to certify that it has a plan for independent study when making an affidavit supporting a request for any emergency apportionment for events occurring after September 1, 2021, that resulted in a school closure or material decrease in attendance (i.e. COVID related staffing shortage, or other emergencies such as fire, flood, earthquake, etc.). ● Under these circumstances, independent study must be offered within 10 days of the first day of school closure or material decrease in attendance. ● Under these circumstances, pupils with exceptional need must receive the services identified in their IEP pursuant to the “emergency provisions” of their IEPs (pursuant to Section 56345(a)(9)) and are authorized to participate in an independent study program. |
| <p>49066.5</p> | <ul style="list-style-type: none"> ● An LEA <u>must</u> accept a grade change request for a 2020-21 high school course to pass/no pass as long as the application is received by October 1, 2021, and <u>may accept</u> the grade change request after October 1, 2021. |
| <p>51226.9</p> | <ul style="list-style-type: none"> ● Provides for the adoption of a model curriculum related to native American studies by September 1, 2025. ● Beginning in the year following the completion of the model curriculum, each charter school maintaining any of grades 9-12 that does not otherwise offer a standards-based Native American studies curriculum is encouraged to offer a course of study in Native American studies (as an elective in the social sciences or English language arts in at least one year in grades 9-12). |
| <p>51745</p> | <ul style="list-style-type: none"> ● Authorizes independent study for a pupil who is unable to attend in-person instruction due to a quarantine due to exposure to, or infection with COVID-19 pursuant to local or state public health guidance. |

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| <p>51745.5</p> | <ul style="list-style-type: none"> • Clarifies that synchronous instruction may be provided by the teacher of record pursuant to Education Code Section 51747.5 or the certificated employee of the LEA providing instruction for course-based independent study. |
| <p>51747</p> | <ul style="list-style-type: none"> • Alters the tiered reengagement strategies by adding a trigger for a pupil who is not generating attendance for 10% of required minimum instructional time over four continuous weeks of an LEA's approved instructional calendar, or pupils not participating in synchronous instruction for more than the greater of three school days or 60% of the scheduled days of synchronous instruction in a school month as applicable by grade span. Changes the one school day notification to parents or guardians within one school day of the recording of a non-attendance day or lack of participation. • Requires a fully signed written independent study agreement for an independent study program of any length of time no later than 30 days after the first day of instruction in an independent study program or October 15, whichever date comes later. • Upon request of the parent or guardian of a pupil, before signing a written independent study agreement, an LEA must conduct a telephone, videoconference, or in-person pupil-parent-educator conference or other school meeting to allow the pupil, parent or guardian, and education advocate (if requested by the pupil or parent) to ask questions about educational options. • Clarifies that an LEA shall be eligible for apportionment for the 2021-22 school year for independent study for pupils that are subject to quarantine for exposure to, or infection with, COVID-19 pursuant to local or state health guidance. LEAs shall receive apportionment for these pupils for all schooldays that they participate in and meet all other apportionment requirements of independent study while in quarantine or during a school closure. • Clarifies that a classroom-based charter school that provides independent study for pupils that are subject to quarantine for exposure to, or infection with COVID-19 pursuant to local or state health guidance shall not become a nonclassroom-based charter school due to that independent study attendance. However, existing requirements continue to apply to instances where a parent or guardian requests independent study for any other reason. |

| | |
|--|---|
| <p>51747.5</p> | <ul style="list-style-type: none"> • Clarifies that time value determination of work product must be judged by a certificated teacher employed by the LEA. • Clarifies that an LEA must document each pupil's participation in live interaction and synchronous instruction on each school day for which these are provided as part of the independent study program. A pupil who does not participate in scheduled live interaction or synchronous instruction shall be documented as non-participatory for that school day for purposes of pupil participation reporting and tiered reengagement. |
| <p>51749.5-51749.6</p> | <ul style="list-style-type: none"> • Provides conforming revisions to allow for course-based independent study for students subject to quarantine for exposure to, or infection with, COVID-19 pursuant to local or state health guidance and requires a pupil-parent-educator conference upon request by the parent or guardian of a pupil, and before signing a written agreement for course-based independent study. |
| <p>Section 47 of the Statutes of 2021</p> | <ul style="list-style-type: none"> • Allows a substitute teacher to serve in a substitute teaching assignment for up to 60 cumulative days for any one assignment until July 1, 2022. |

Assembly Bill [AB-130](#), the education finance omnibus budget trailer bill, was chaptered on July 9, 2021, as an urgency measure, and went into effect immediately. This legislation, *applicable to the 2021-2022 school year only*, allows students to participate in IS when in-person instruction would put the student's health at risk, as determined by the student's parent or legal guardian.

Independent Study (IS) is an LEA **operated program not a school**. All eligible students can attend. Schools cannot force any students to attend or provide different curricular offerings. IS is a program that delivers an LEA's existing curriculum virtually and/or in-person through a hybrid model and allows LEAs to claim student attendance for funding purposes.

The education trailer Bill [AB-130](#), revised the existing the current IS laws and authorizes LEAs for

- independent study for a pupil whose **health would be put at risk by in-person instruction, as determined by the parent or guardian,**
- require a charter school to adopt and implement **written policies related to independent study** to be eligible to receive apportionments for independent study by pupils,
- impose **additional requirements for the contents of the required written agreement**, authorize a written agreement to be signed using an electronic signature, and
- impose certain **audit requirements.**

The new IS requirements include (*please see the definitions of Live and Synchronous instructions below*);

- **Curriculum, instructional minutes, and student-to-teacher ratios must be equivalent to what is offered in-person**
- **Access to technology and Wi-Fi** must be made available for all students
- Plans to monitor and keep a record of **daily participation**, which could include online activities, live instruction or completing assignments without teacher supervision
- Plans to **support English learners**, students in **foster care or other high-needs groups**
- **Meals** must be available for students in distance learning if they qualify for free or reduced-price lunches
- **Plans to transition students who wish to return to in-person instruction** in no less than five instructional days
- **Strategies to re-engage students** who are absent for several days
- **Regular communication** between caregivers, teachers and students regarding a student’s academic progress
- For high schools, access to all **courses offered for graduation and approved by the University of California or the California State University**

Grade Level Synchronous Instruction Requirements

1. For pupils in transitional **kindergarten and grades 1 to 3**, inclusive, a plan to provide **opportunities for daily synchronous instruction** for all pupils throughout the school year.
2. For pupils in **grades 4 to 8**, inclusive, a plan to provide opportunities for **both daily live interaction and at least weekly synchronous instruction** for all pupils throughout the school year.
3. For pupils in **grades 9 to 12**, inclusive, a plan to provide **opportunities for at least weekly synchronous instruction** for all pupils throughout the school year.

Definitions

“**Live interaction**” means interaction between the pupil and local educational agency classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in person, or in the form of internet or telephonic communication.

“**Synchronous instruction**” means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher and pupil. Synchronous instruction shall be provided by the teacher of record for that pupil pursuant to Section 51747.5.

Budget Implication Parents of students with health conditions have only this option for continuous education. Our preliminary surveys indicate about 206 (5%) of our students are receiving IS. The IS programs require additional certified and classified staff to run the programs. Schools with high unduplicated counts receive additional concentration grants. Pending final unduplicated counts, additional funds for each school (except MSA-SD) range from \$30K to \$400K. This funding is being used for IS staffing purposes.

Attachments

1. Revised MPS Independent Study Policy (redline).....Pg. 6
2. Revised MPS Independent Study Policy (clean).....Pg. 11

MAGNOLIA PUBLIC SCHOOLS (MPS) INDEPENDENT STUDY POLICY

Magnolia Public Schools (“MPS”) may offer independent study to meet the educational needs of pupils enrolled in any MPS school site. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core and standards-based curriculum. MPS shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully.

For the 2021–22 school year only, the following written policies have been adopted by the Governing Board of MPS for implementation at each MPS school site:

1. Independent Study is an optional program. ~~MPS Independent study programs include the following plan in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:~~
 - a. For students in transitional kindergarten and grades 1 to 5, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil’s assigned supervising teacher shall be as follows: Each school will designate synchronous learning minutes for the Independent Study students in grades TK-5 to remotely join to the instruction alongside with their in-person classmates. The instructional minutes will be at least 60 minutes. Structured lessons or office hours and academic support will be in place. Schools may provide individual and small group instruction.
 - b. For students in grades 6 to 12, inclusive, a plan to provide opportunities for both daily live interaction between the pupil and a certificated or non-certificated employee of the school and at least weekly synchronous instruction for all pupils throughout the school year by each pupil’s assigned supervising teacher shall be as follows: Each school will provide both daily live interaction and at least 60 minutes of weekly synchronous instruction. The synchronous instruction will be provided remotely by the teacher of record. Magnolia schools will use approved online course providers or classroom teachers for the instruction. Daily live interaction will be made in the form of internet or telephonic communication. Structured lessons or office hours and academic support will be in place. Schools may provide individual and small group instruction.

Independent study teachers are appropriately credentialed and have demonstrated subject matter competence in all core academic subjects they teach. MPS shall provide content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the MPS school for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.

2. Daily ~~participation, progress monitoring, engagement, re-engagement, notification and communication protocols will be in place.~~
3. All eligible students whose health would be put at risk by in-person instruction can participate in independent study at MPS, ~~subject to the below~~. Parents determine the eligibility.
4. Participation in independent study shall be limited to staffing capacity and shall be maintained to be lower than 20% or a percentage lower than 20% as determined by each school site of the attendance at each campus. Should interest in independent study exceed capacity, participation shall be determined on a first come, first served basis. Priority for independent study shall be provided to those students with written documentation from a physician that student is unable to

Deleted: Curriculum and instructional minutes

Deleted: are equivalent to what is offered in-person.

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Curriculum and Instruction

Independent Study Policy

attend that states that a student cannot safely attend school in-person even with appropriate safety measures as required by the local, state, and federal departments of health.

5. Parents and students will attend a conference meeting with the school administrations to discuss educational options. During the conference or school meeting, attendees may ask questions about the educational options including curriculum offerings and non-academic support available to the student prior to executing an agreement for independent study.
6. A written agreement will be made between the student, assigned supervising teacher, parent/guardian/caregiver and school.
7. Schools will provide access to technology (ChromeBooks) and Wi-Fi (hot-spots) for all students.
8. Schools will have plans to support English learners, Students with Disabilities, students in foster care, student experiencing homelessness and other high-needs groups.
9. Schools will have plans in place to monitor and record academic progress.
10. There will be regular communication between caregivers, teachers, and students regarding a student's academic progress.
11. For those families who are interested in transitioning back to in-person instruction, there will be opportunities and plans in place to return the student to in-person instruction expeditiously, and, in no case, later than five instructional days.

Transition plan to In-person Instruction include

- a. Parents submit a written request for their child to be unenrolled from the IS program and enrolled to the in-person instruction.
 - b. A parent-student-educator meeting is held where all coursework and grades are matched with in-person instruction.
 - c. All in-person instruction teachers provide transitional assistance to the students transitioning from the IS program.
 - d. Student completes the required transitional work.
 - e. Student's academic progress is monitored by school admin teams and counselors as applicable.
12. Parents/guardians/caregivers play a significant role as knowledgeable teaching assistants.
 13. For pupils in all grade levels and programs offered by MPS, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be Five (5) school days.
 14. The Principal of each MPS school site, or his or her designee, shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
 - a. When any pupil fails to complete ~~three~~ (3) assignments during any period of five (5) school days.
 - b. In the event a student's educational progress falls below satisfactory levels as determined by the Charter School's MTSS or SST policy and protocol which considers ALL of the following indicators:

Commented [MB2]: Looks like this was a typo. We revised to be consistent with your Master Agreement, which specifies THREE (3) missed assignments as the threshold for triggering evaluation.

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Curriculum and Instruction

Independent Study Policy

- i. The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
- ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
- iii. Learning required concepts, as determined by the supervising teacher.
- iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.
- c. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school.

15. MPS has adopted tiered reengagement strategies for the following pupils:
- a. all pupils who are not generating attendance for more than three (3) school days or 60% of the instructional days in a school week, or 10 percent of required minimum instructional time over four continuous weeks of the Charter School’s approved instructional calendar;
 - b. pupils found not participatory pursuant to Education Code Section 51747.5 for more than the greater of three schooldays or 60 percent of the scheduled days of synchronous instruction in a school month as applicable by grade span; or
 - c. pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures shall include, but are not necessarily limited to, all of the following:

- a. Verification of current contact information for each enrolled pupil;
- b. Notification to parents or guardians of lack of participation within one (1) school day of the recording of a non-attendance day or lack of participation;
- c. A plan for outreach from MPS to determine pupil needs including connection with health and social services as necessary;
- d. A clear standard for requiring a pupil-parent-educator conference to review a pupil’s written agreement and reconsider the independent study program’s impact on the pupil’s achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.

16. The following shall not apply to students participating in an independent study program for fewer than 15 schooldays in a school year, or to independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 46392 and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions:
- a. The plan for synchronous instruction and live interaction pursuant to Paragraph 1
 - b. The plan to transition pupils whose families express a wish to return to in-person instruction pursuant to Paragraph 11.

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- c. Tiered re-engagement strategies pursuant to Paragraph 15
17. A current written master agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:
- a. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
 - b. The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
 - c. The specific resources, including materials and personnel that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
 - d. A statement of the policies adopted pursuant to Education Code Section 51747, subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
 - e. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. Students with a legitimate need for an extended absence of five (5) or more days can enroll in independent study. No independent study agreement shall be valid for any period longer than one school year.
 - f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
 - g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
 - h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
 - i. Each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or care giver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.

Curriculum and Instruction

Independent Study Policy

- Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.
- For the 2021–22 school year only, the Charter School shall obtain a signed written agreement for an independent study program of any length of time no later than 30 days after the first day of instruction in an independent study program or October 15, whichever date comes later.

18. MPS shall comply with the Education Code Sections 51745 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted thereunder
19. The Chief Executive Officer may establish regulations to implement these policies in accordance with the law.

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Coversheet

MPS Suspension/Expulsion Procedure & Positive Behavioral Intervention Strategies (PBIS)

Section: V. Information/Discussion Items
Item: A. MPS Suspension/Expulsion Procedure & Positive Behavioral Intervention Strategies (PBIS)
Purpose: Discuss
Submitted by:
Related Material: Suspension Expulsion & PBIS.pdf



| | |
|---------------------|---|
| Board Agenda Item # | V A: Information/Discussion Item |
| Date: | October 14, 2021 |
| To: | Magnolia Board of Directors |
| From: | Alfredo Rubalcava, CEO & Superintendent |
| Staff Lead: | Jason Hernandez, Director of Student Services |
| RE: | MPS Suspension/Expulsion Procedure & Positive Behavioral Intervention Strategies (PBIS) |

Proposed Board Motion

Informational only. No action needed.

Introduction

- Information regarding Student Suspension and Expulsion data and due process for students

Background

- Suspension/Expulsion data
- Support and Resources for students

Analysis (If applicable)

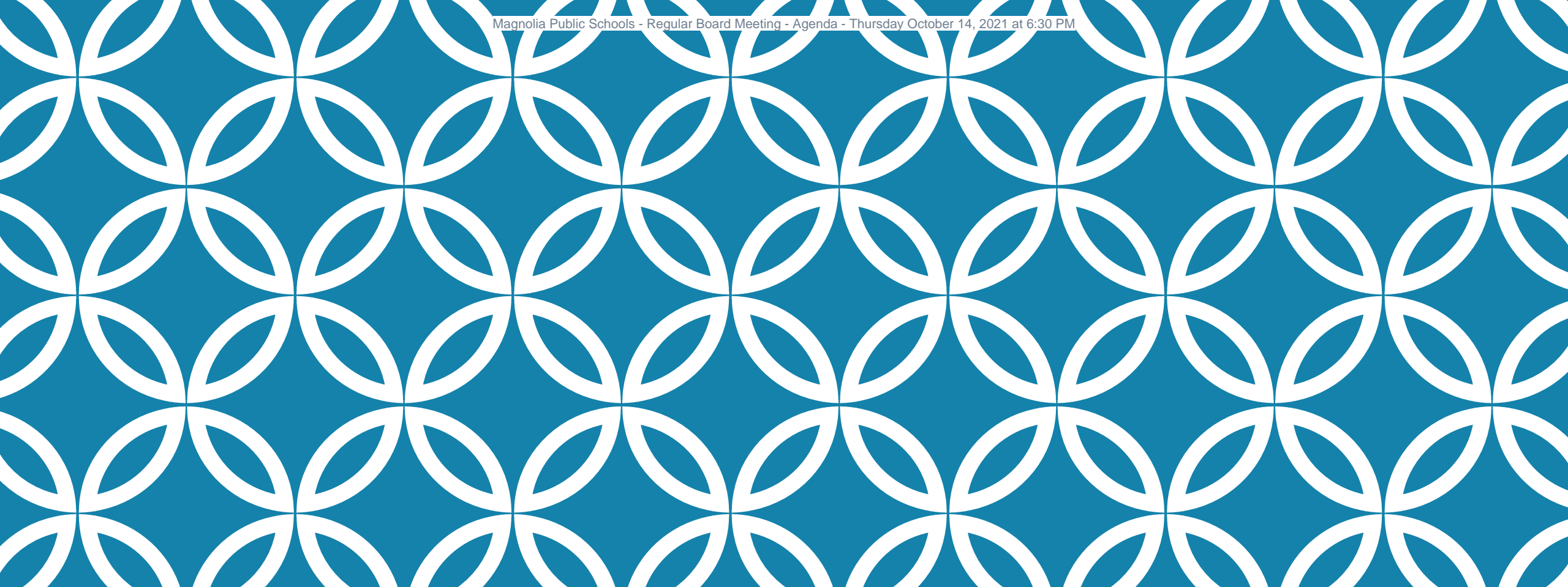
- Analysis of Suspension/ Expulsion rates across Magnolia Public Schools
- Intervention supports and strategies

Budget Implications

- Not Applicable

Exhibits (attachments):

- SlideDeck - Suspension/ Expulsion Data, Procedures, and Goals
- MPS Student-Parent Handbook 2021-2022, Student Conduct & Discipline, pp.63-94



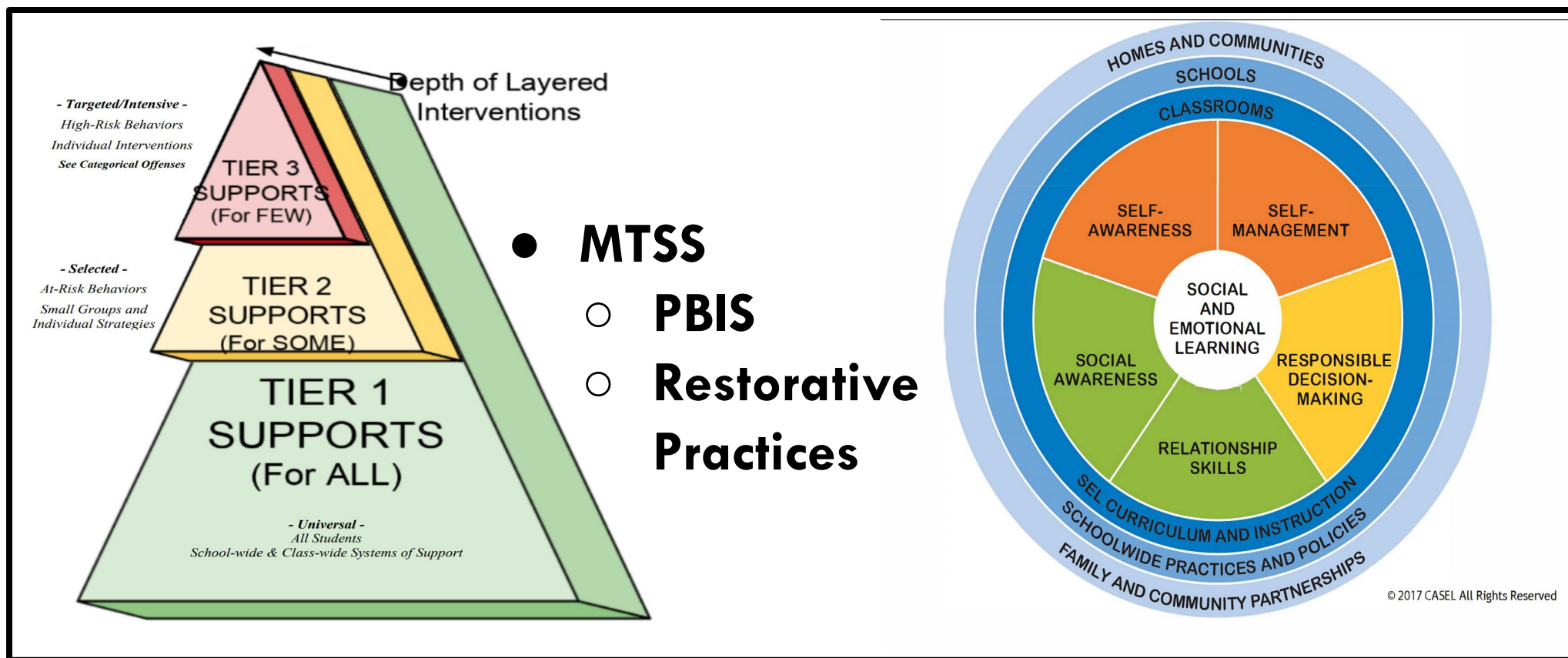
MPS Suspension/Expulsion Procedure & Positive Behavioral Intervention Strategies (PBIS)

Presented by:
Mr. Jason Hernandez
Director of Student Services

MPS DATA

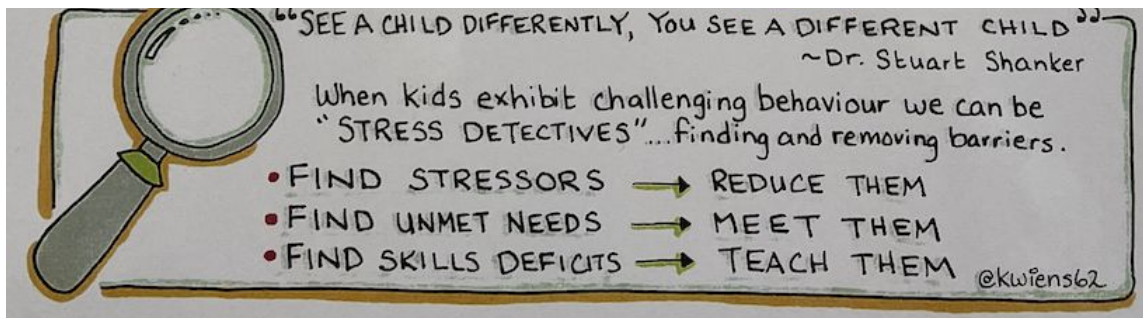
| <u>2017- 2018 School Year</u> | <u>2018-2019 School year</u> | <u>2019-2020 School Year</u> | <u>2020-2021 School Year</u> |
|--------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Out of School Suspensions 60 | Out of School Suspensions 73 | Out of School Suspensions 29 | Out of School Suspensions 0 |
| In School Suspensions 31 | In School Suspensions 8 | In School Suspensions 3 | In School Suspensions 0 |
| Expulsions 2 | Expulsions 3 | Expulsions 1 | Expulsions 0 |

Promising Practices



Proactive Approach to Discipline

- Building Strong Relationships
- Review and Teach Classroom Norms & Expectations
- Developing Classroom Norms Collaboratively
- Redirect Student Behavior using Positive Language
- Recognize Student Effort and Growth
 - Positive Behavior Interventions and Supports (PBIS): proactive framework for creating and maintaining safe and effective learning environment
- Restorative Practices



What can you buy with H.O.W.L Bucks?

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|  \$10 Free Dress Day |  \$20 1 week of skipping the lunch line |  \$30 Get to Spin the Wheel! |  \$40 Meal Certificate |  \$50 Join monthly PBIS event (party or trip) |  \$100 PBIS Annual Spring Trip |
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MyON September Reading Competition

September 1, 2021 - September 30, 2021

Which grade will win by reading the most minutes on MyON?

Weekend Minutes Count!
Advisory Minutes Count!
Before & After School Minutes Count!

Everyone in the winning grade with 300+ Minutes by the end of the month will get a Pizza Party lunch!

Top 3 Readers In The School
Will Win A Prize!

Top 3 Students with the Most Improved Lexile Levels
Will Win A Prize!

FREE DRESS FOR ALL GRADES IF THE SCHOOL READS 40,000 MINUTES ON MYON BY SEPTEMBER 30, 2021

SUSPENSION OFFENSES & PROCEDURE

- Suspension (Discretionary Offenses, Student-Parent Handbook, p. 82 - 85)
- Non-discretionary/Mandatory Suspension Offenses (p. 85)
- Suspension Procedures (p. 88-89)
 - Conference>> Written Notice to Parent/Guardian>> Assignment During Suspension>> Suspension Appeals>> Uphold Suspension or Determine Suspension is overturned
- Suspension Time Limits/Recommendation for Expulsion (p.89)

EXPULSION OFFENSES & PROCEDURE

- Expulsion (Discretionary Expellable Offenses p. 85-88)
- Expulsion (Non-discretionary expellable offenses p. 88)
- Expulsion Procedure (p. 90-91)
 - Recommendation for expulsion>> Notice to Guardian>>Expulsion hearing>> Record of Expulsion Hearing>>Presentation of Evidence>>Written Notice to Expel>> Disciplinary Records>> Expulsion Appeals>>Interim Placement>> Required District of Residence Notification and Rehabilitation Plan (If pupil is expelled)
- Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities (p. 92-94)

BOARD LEVEL INVOLVEMENT

Expulsion Appeals

In order to appeal an expulsion, the student/parent/guardian must submit a written appeal to the CEO of MPS outlining the reason for the appeal, attaching any supporting documentation, within ten (10) calendar days of being informed of the expulsion.

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within 30 (30) calendar days of receipt of a timely written request for an appeal.

At the hearing on the appeal, the student shall have the right to present evidence. The Board will consider evidence and/or testimony as appropriate and will render a written decision that shall be in the best interest of the student and the MPS. That decision shall be final.

Looking Ahead

1. Continue to build on promising practices and leverage trust with stakeholders related to the overall health and safety of our students, “Nothing about us without us”
2. Refine a structured approach to tracking supports and data, iterative process
3. Continue to monitor student health & safety through surveys (Panorama)
4. Sustainable Multi-Tiered Systems of Support (MTSS)/ Positive Behavior Intervention Supports (PBIS)/Restorative Justice Practices
5. SWIFT - Fidelity Integrity Assessment (FIA)
6. Research-based approach to addressing student behavior/conduct
7. *Zones of Regulation*: Social Emotional Learning Curriculum
8. Culturally Responsive Teaching Strategies
9. Increasing access to SEL support with increase of School Psychologist and School Social Workers
10. MPS Award and Incentive Policy to support PBIS

the benefits of shadowing, we request that parents adhere to the following guidelines:

- Follow the above procedure for providing three (3) school days advance notice of your visit, signing in at the main office when arriving at MPS, and obtaining a visitor's pass/sticker. Notice of your visit and intent to shadow should be provided by completing the Shadow Request Form, below, and submitting it to MPS at least three (3) school days in advance of your visit.
- Shadowing is not a time for parent/teacher conferences. If you desire a conference, please make prior arrangements with your child's teachers.
- To preserve the academic environment, please do not take part in the lesson unless invited to do so by the teacher. Do not visit with your child or other students during class time. At no time may visiting parents address other students directly. Visitors are not allowed to record audio or video or take photos. Should you have any concerns, report them to the MPS administrators.
- Meet with MPS administration to debrief your visit.

"Shadow Request Form" is included at the end of this handbook and copies are also available in the school office.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 (five hundred dollars) or imprisonment in the County jail for a period of up to six (6) months or both.
2. Under California Education Code section 44811, disruption by a parent, guardian or other person whose conduct materially disrupts classwork or extracurricular activities or involves substantial disorder is guilty of a misdemeanor and is punishable, upon the first conviction by a fine of no less than \$500.00 (five hundred dollars) and no more than \$1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both the fine and imprisonment.
3. Disruptive conduct may lead to MPS' pursuit of a restraining order against a visitor, which would prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of up to three (3) years.

Student Conduct & Discipline

Dress Code/Uniforms

MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. This uniform policy will be enforced from the very first day of school. Students shall cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on both student and parent/guardian support in helping to maintain this uniform policy and follow it daily.

In addition to wearing the school uniform, MPS requires that students follow these additional guidelines in terms of uniform appearance and personal appearance. **If any aspect of the uniform, including clothes, shoes, jewelry, cosmetics, or any type of body adornment, is not explicitly listed as acceptable in this handbook, then that item is not permitted to be worn when the student is at school or representing the school.** If you have any questions, please check with administration.

If a student is unable to wear the school uniform to school due to extenuating circumstances, please communicate with the school administration.

A Free MPS Uniform Set

MPS will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including a free uniform set.

MPS will make one uniform set of required MPS logo uniform pieces available to each student free of charge for the student's use during the school year. If parents/guardians or students want to purchase additional MPS logo pieces, they may do so through the school's uniform vendors.

Religious Head Coverings

Religious head coverings shall be permitted.

Free Dress & Theme Dress Days Code

Free Dress days are earned at the discretion of the administration. These days are granted at different times of the year for positive behavior and special occasions. Violation of this policy may result in loss of free dress privileges for the remainder of the school year.

- On free dress days, clothing must be in good taste and appropriate for school. Clothing should not be inappropriately tight, revealing, or transparent.
- The school's dress code is strictly enforced during free dress days as well. All students must follow the same guidelines with the exception of not wearing their uniform.
- T-shirts are acceptable; however, printing on clothing must be suitable for school - no suggestive, vulgar, or profane language or images are permitted, as well as clothing that promotes

alcohol, drugs, tobacco, or other controlled substances.

- Mini-skirts, skirts, and shorts should be no shorter than your longest finger when standing with your hands by your sides. Jeans may be worn during free dress days but cannot be inappropriately tight or baggy; no tattered jeans are allowed.
- Visible undergarments (including boxer shorts, bras, etc.) are not allowed.
- Midriff, backless or side less shirts or dresses, halter tops, or tank tops with straps less than 1-inch strap in width are NOT allowed.
- Hats for sun protection must only be worn outside of the school building(s) and classrooms. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.
- Gloves, bandanas, or sunglasses are not permitted to be worn in school, except for medical reasons. Head coverings worn for purposes of religious observance are permitted.
- Neatness and good grooming are required.

MPS STUDENT UNIFORM POLICY

| | | |
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| BOTTOM | <ul style="list-style-type: none"> Pants, shorts, skirts, skorts, or capris are acceptable. Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue. <p><u>Belts</u> <i>(required for all variations of dress uniform)</i></p> <ul style="list-style-type: none"> Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal). The buckle may only have one catch. Belt must be of correct waist size, so that there is minimal excess length (less than five inches). Any excess length of belt must be tucked through a belt loop and may not hang down. | <p><u>Pants/Skirts/Skorts/Shorts</u></p> <ul style="list-style-type: none"> May not be baggy or inappropriately tight. May not be rolled at waist. Top of garment must be at or above hip bone. Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides. Skirts that are above the top of the kneecap should be worn with leggings/tights and must be no shorter than the longest fingertip. Pants may not be made from legging or jegging material. Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle. Socks may not be worn over pants. Rubber bands are not allowed on the bottom of pants or ankles. No jean/denim style pants No Cargo pants/shorts. Must have a built-in pocket not a sewn-on pocket. |
| TOP | <ul style="list-style-type: none"> White, gray, black or navy-blue polo or woven shirts must have the school logo. They may be either short or long sleeved. Hoods may not be worn at school. Top of garment must be at or above hipbone when student is standing up. | <p><u>Undergarments</u></p> <p>All undergarments, including bras, boxer shorts, etc., should not be visible</p> <p><u>Other Guidelines</u></p> <ul style="list-style-type: none"> Woven shirt or polo shirt must be tucked in neatly at the waist at all times. These shirts may not be inappropriately tight or baggy. Undershirts must be short-sleeved if worn. The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned. Under shirt may not hang out of sleeves. |
| FOOTWEAR | <ul style="list-style-type: none"> For all footwear including “athletic” footwear, the majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.) Plain, unadorned socks must always be worn, tights are also acceptable. Color of the socks or tights: Solid black, dark brown, navy blue or white. No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels. | <p><u>Shoes</u></p> <ul style="list-style-type: none"> Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoelaces must match shoes and be in solid color. <p><u>Jewelry and Accessories/Cosmetics</u></p> <ul style="list-style-type: none"> Should be modest, appropriate for school, and not attract undue attention. |

| | | |
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| PE UNIFORM | <ul style="list-style-type: none"> • Top: Students will wear a solid gray t-shirt, preferably with the MPS logo. Solid white, gray, black, or navy blue sweatshirts with or without the MPS logo may also be worn during PE. • Bottom: Properly fitting navy shorts. Waist size of shorts must be appropriate to student's waist size (i.e. not inappropriately tight or baggy). Shorts should be no shorter than your longest finger when standing with your hands by your sides • Footwear: Any athletic shoes suitable for basketball, tennis, and field sports. The majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.) | <ul style="list-style-type: none"> • Necklaces: If worn must be underneath uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in collar of shirt. • No "glitter", decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform, • Facial, tongue, and body piercing are not allowed. • Bracelets: Must be tasteful and not attract undue attention. • Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school. |
| OUTERWEAR | <ul style="list-style-type: none"> • Hats, hoods, caps, and other headgear may not be worn in school buildings, except for purposes of religious observance. No gloves or finger lacing of any sort are allowed. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue. <p><u>For colder weather</u></p> <ul style="list-style-type: none"> • Crew-neck and zip v-neck sweatshirt and jackets are permitted, with or without the MPS logo. • Sweatshirts and jackets must be solid white, gray, black, or navy-blue. | <ul style="list-style-type: none"> • Cosmetics must be appropriate for school and not attract undue attention. <ul style="list-style-type: none"> ○ No brightly colored or glitter eye shadow, or blush. ○ Mascara and eyeliner should be minimal. ○ Lipstick should be a natural color. ○ Earrings must be studs or one (1) inch hoops and worn on earlobe. |

Notes

- If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to check with your school's administration.
- Each individual MPS school may include site-specific amendments into the uniform policy addressing local issues.

Duties of Pupils**Duties of Pupils – 5 CCR 300**

Pupils shall conform to school regulations, obey all directions, be diligent in study and respectful to teachers and others in authority, and refrain from the use of profane and vulgar language.

Electronic Nicotine Delivery Systems (e-cigarettes)**Electronic Nicotine Delivery Systems (e-cigarettes) – PC 308**

MPS prohibits the use of electronic nicotine delivery systems (ENDS) such as e-cigarettes, hookah pens, cigarillos, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products on all MPS property and in MPS vehicles at all times. ENDS are often made to look like cigarettes, cigars and pipes, but can also be made to look like everyday items such as pens, asthma inhalers and beverage containers. These devices are not limited to vaporizing nicotine; they can be used to vaporize other drugs such as marijuana, cocaine, and heroin.

Students using, in possession of, or offering, arranging or negotiating to sell ENDS can be subject to disciplinary action, particularly because ENDS are considered drug paraphernalia, as defined by 11014.5 of the Health and Safety Code.

Tobacco-free Campus**Tobacco-free Campus BPC 22950.5; HSC 104420, 104495, 104559, PC 308**

Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and the breathing of secondhand smoke. Charter School provides instructional programs designed to discourage students from using tobacco products. The Charter School's Governing Board recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with the goals of the Charter School to provide a healthy environment for students and staff.

In the best interest of students, employees, and the general public, the Board therefore prohibits the use of tobacco products at all times on Charter School property and in Charter School vehicles. This prohibition applies to all employees, students, visitors, and other persons at school or at a school-sponsored activity or athletic event. It applies to any meeting on any property owned, leased, or rented by or from Charter School.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. Smoking or use

of any tobacco-related product is also prohibited within 250 feet of the youth sports event in the same park or facility where a youth sports event is taking place. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited.

The Principal or designee shall inform students, parents/guardians, employees, and the public about this policy. All individuals on Charter School premises share in the responsibility of adhering to this policy. Additionally, Charter School will post signs stating "Tobacco use is prohibited" prominently at all entrances to school property.

Student Freedom of Speech/Expression Policy

MPS respects students' rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, their writing, their clothing, and the printed materials they choose to post or distribute including the right of expression in official publications, and/or the wearing of buttons, badges and other insignia.

Student freedom of expression shall be limited only as allowed by state and federal law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. Unprotected Expression includes the following: obscenity; defamation; discriminatory material; harassment (including sexual harassment), intimidation and/or bullying; fighting words; vulgarity and/or profanity; or violating privacy as defined below.

Definitions

1. "*Obscenity*": when the (1) average person applying current community standards finds the work as a whole appeals to the prurient interest, (2) the work is patently offensive, and (3) the work lacks serious literary, artistic, political, or scientific value. Examples include pornography or sexually explicit material.
2. "*Defamation*": Libel (written defamation) and Slander (oral defamation), which includes but is not limited to inaccurately attributing a statement to another, either on purpose for public officials (which includes Charter School staff) or by mistake for private officials, that mischaracterizes the statement.
3. "*Discriminatory Material*": material that demeans a person or group because of the person/group's disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation that has the purpose of humiliating, offending, or provoking a person/group.

4. *“Harassment (including sexual harassment), Intimidation and/or Bullying”*: severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following: (1) placing a reasonable student or students in fear of harm to that student’s or those students’ person or property, (2) causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health, (3) causing a reasonable student to experience a substantial interference with his or her academic performance, (4) causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
5. *“Fighting Words”*: words likely to cause (1) the average person to fight or (2) the creation of a clear and present danger of violence, unlawful acts in violation of lawful school regulations, or the substantial disruption of school.
6. *“Vulgarity and/or Profanity”*: the continual use of curse words by a student, even after warning.
7. *“Violating Privacy”*: publicizing or distributing confidential or private material without permission.
5. Pupil editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this section. However, it shall be the responsibility of the journalism staff adviser or advisers of pupil publications to supervise the production of the pupil staff, to maintain professional standards of English and journalism, and to maintain the provisions of this Policy. The journalism staff adviser(s) shall help the student editors judge the literary value, newsworthiness and propriety of materials submitted for publication. “Official school publications” refers to material produced by students in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee.
6. There shall be no prior restraint of material prepared for official school publications except insofar as it violates this policy. MPS officials shall have the burden of showing justification without undue delay prior to a limitation of pupil expression under this policy. If the journalism staff adviser(s) consider material submitted for publication to violate this Policy, he or she will notify the student without undue delay and give specific reasons why the submitted material may not be published. The student should be given the opportunity to modify the material or appeal the decision of the journalism staff adviser to the Principal.

Distribution of Circulars, Newspapers, and Other Printed Matter

Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations:

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to the MPS school site Principal or designee at least one school day prior to distribution.
2. Distribution, free or for a fee, may take place at any time except during instructional time and providing there is no substantial disruption in the school programs (as determined by the MPS school site Principal).
3. The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions.
4. The solicitation of signatures must not take place in instructional classes or school offices, nor be substantially disruptive to the school program (as determined by the MPS school site Principal).

Buttons, Badges, and Other Insignia of Symbolic Expression

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy.

Use of Bulletin Boards

Students will be provided with bulletin boards, upon request and subject to availability, for use in posting student materials on campus locations convenient to student use. Where feasible, the location and quantity of such bulletin boards shall be by mutual agreement of student government representatives and MPS administration. Posted material must be in compliance with other sections of this Policy, particularly regarding the distribution of materials and prohibited speech. Students may not post or distribute materials regarding the meetings of non-curricular student-initiated groups.

Organized Demonstrations

Students have the right to lawful organized on-campus demonstrations, subject to the provisions of this Policy and applicable law. Demonstrations that incite pupils to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or demonstrations that substantially disrupt the orderly operation of the school are prohibited.

No organized demonstrations by school groups may take place during school hours off the school campus unless sanctioned by school authorities and supervised by a designated school authority. No individual student may demonstrate in the name of the school or as an official school group at any time unless authorized by the school to participate in the activity.

Student Speeches

If a student is selected to speak at an MPS sponsored event, including but not limited to graduation or school assemblies, MPS has the right to review the pre-prepared speech to ensure that unprotected speech is not included. If unprotected speech is included, the student will be given the opportunity to revise the speech or deliver a modified speech. If not revised or removed, the student will not be permitted to speak at the MPS sponsored event.

Enforcement

1. The MPS school site Principal or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy.
2. Any student may appeal the decision of the MPS school site Principal or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five school days from the time the unsatisfactory decision was rendered.
3. The MPS school site administrator shall work with student government representatives in the development of these procedures. Student responsibilities shall be emphasized.
4. Students who are considering actions in the areas covered by this Policy should be informed of the possible consequences of their action under each specific circumstance.
5. This Policy does not prohibit or prevent the MPS Governing Board from adopting otherwise valid rules and regulations relating to oral communications by pupils upon the premises of each MPS school.
6. No MPS employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a pupil engaged in the conduct authorized under this Policy, or refusing to infringe upon conduct that is authorized under this Policy, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.
7. MPS shall not make or enforce a rule subjecting a student to disciplinary sanctions solely on the basis of conduct that is speech or other communication that, when engaged in outside of the campus, is protected from governmental restriction by the First Amendment to the United

States Constitution or Section 2 of Article I of the California Constitution.

Jurisdiction

Jurisdiction – EC 44807

A student may be disciplined for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

Lost and Found

There will be a lost and found box in the school. If you find books, clothing, or personal items on school grounds, please bring the items to the school office. Items not picked up will be donated monthly.

Property Damage

Lost or Damaged Property – EC 48904

Parents or guardians may be held financially liable if their child willfully damages school property or fails to return school property loaned to the child. The school may further withhold the grades, diploma, and transcript of the pupil until restitution is paid.

MPS shall notify the parent or guardian of the pupil in writing of the pupil's alleged misconduct and provide the student with due process before withholding the pupil's grades, diploma, or transcripts pursuant to this subdivision. When the minor and parent are unable to pay for the damages, or to return the property, MPS shall provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the grades, diploma, and transcripts of the pupil shall be released.

Requirement of Parent/Guardian School Attendance

Requirement of Parent/Guardian School Attendance – EC 48900.1

Teachers may require the parent or guardian of a student who has been suspended by a teacher to attend a portion of that school day in his or her student's classroom. The attendance of the parent or guardian will be limited to the class from which the student was suspended. A written notice will be sent to the parent or guardian regarding implementation of this requirement. Employers are not allowed to apply sanctions against the parent or guardian for this requirement if the parent or guardian has given reasonable notice to his/her employer.

Search of School Lockers

Search of School Lockers

School lockers remain the property of MPS even when assigned to students. The lockers are subject to search whenever the School finds a need to do so. The use of the school locker for other than school-related purposes is prohibited. Improper use of school lockers will result in loss of locker privileges.

- The lockers are school property; anything placed in them or brought to campus is subject to inspection at the discretion of the administration.
- Students are responsible for all items in their locker.
- Students may be provided with a lock or allowed to bring a lock for their lockers. Please check with the school administration for specifics.

Student Searches

The 4th Amendment of the United States Constitution protects individuals from unlawful searches. However, the law allows school officials to conduct searches of students and students' personal effects in certain circumstances:

1. If a student has engaged in conduct that causes an administrator to have reasonable suspicion that the student has committed, is about to commit, a crime or has violated statutory laws or school rules, the administrator may conduct a search of that student and/or the student's personal effects. The administrator must:
 - Be able to articulate the reason for his or her suspicion and the facts and/or circumstances surrounding a specific incident;
 - Be able to reasonably connect the student to a specific incident, crime or rule or statute violation;
 - Have relied on recent, credible information from personal knowledge and/or other eyewitnesses;
 - Ensure that a search based on reasonable suspicion is not excessively intrusive in light of the student's age and gender and the nature of the offense.
2. When conducting a student search based on reasonable suspicion, school officials must adhere to the following practices:
 - Conduct the search only if there are clear and specific reasons for suspicion and there are facts that connect the student to a specific incident of misconduct;
 - Jackets, purses, pockets, backpacks, bags, and containers in the student's possession may be searched to the extent reasonably necessary;
 - Under no conditions may a body or strip search be conducted;

- No search will involve the removing or arranging any or all of the clothing of a student to permit visual inspection of the underclothing, breast, buttocks, or genitalia of the student;
 - Only school officials of the same sex as the student being searched may conduct the search;
 - Searches based on reasonable suspicion must be conducted in the presence of at least one (1) adult witness whenever possible and in a private area where the search will not be visible to other students or staff (except for a school administrator or designee witness, also of the same sex).
3. Random Metal Detector Searches and Searches of Other Areas of the School:
California courts and the California Attorney General's Office have approved the use of random metal detector searches for weapons. Random use of metal detectors is appropriate only if:
 - The method of selection of students to be searched is genuinely random;
 - Students selected to participate in random metal detector searches are selected without regard to personally identifiable characteristics such as race, gender, surname, group affiliation, or past history of misconduct (i.e., selection is random);
 - The searches are minimally intrusive;
 - Searches for concealed weapons in lockers are also conducted;
 - Although parents are advised in this Student/Parent Handbook of the possibility that their child may be searched, schools must send written communication to parents at the opening of the school year. This communication is also to be provided for all students enrolling after the school year has begun.

If, as a result of a metal detector search, **reasonable suspicion** arises that a particular student may have a weapon, school officials may conduct a search of that student, in a private area, in accordance with the above guidelines for reasonable suspicion searches.

A complete copy of the "MPS Search and Seizure Policy" is available for review on the school website and in the front office.

Student Conduct

Student Conduct – EC 51100

MPS provides parents and guardians of students the right and the opportunity, as mutually supportive and respectful partners in the education of their children, to be informed in advance about school rules, including disciplinary rules and procedures, attendance policies, dress codes, and procedures for visiting the school.

Magnolia Public Schools Student Code of Conduct

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

Uniform and Personal Appearance

The uniform policy at MPS helps create a safe and orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are required to arrive in uniform every day except for “free dress days”.

All MPS students are required to wear the school uniform at all times including during the afterschool tutoring/activities. Refer to the “MPS Student Uniform Policy” in this Handbook.

Expected Student Behavior

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

Breakfast/Lunch Time:

Students must:

- Proceed to the eating area as instructed by MPS staff.
- Eat and finish their breakfast/lunch in the assigned area. No food should be eaten outside the designated areas unless authorized by a school administrator.
- Wait patiently for their food and follow the direction of the adults on duty.
- Clean up after themselves and dispose of their trash in the appropriate area.
- Remember that they are not allowed inside the school building(s) without a pass.
- Be safe and carry a pass that is given to them by a school staff member and are not allowed to be in spaces that are not supervised by school personnel.

On Campus:

Students must:

- Stay in designated areas on-campus.
- Be courteous and respectful at all times to everyone.
- Not use profanity, lie, fight, gamble, possess inappropriate literature or material, or be involved in the abuse/harassment of others.

- Not use or have cellular phones turned on during school hours; students are allowed to use cellular phones **only** in the designated area after school. Phones should not be used during after school programs, such as tutoring and clubs, unless directly authorized and supervised by authorized personnel.
- Remember that any personal electronic devices seen during class time will be confiscated and returned to the student’s parents/guardians at the discretion of administration.
- Remember that gum chewing is not allowed anywhere on campus.
- Never ride bicycles, use roller blades or skateboards on campus. Check with the school office regarding proper storage during the school day.
- Not leave campus without permission during school hours (except students in 7-12 grade who are being excused to receive confidential medical services without parental permission). (See Off-campus Lunch policy for high school students.)
- Not use matches, lighters, or any type of explosive incendiary device on campus.
- Remember that no personal electronic devices may be visible or used on the campus grounds.
- Be safe and are not allowed to loiter in hallways or be unsupervised by school staff.

Assemblies:

Students must:

- Be courteous and quiet during the entire assembly.
- Be respectful to the presenter/speaker.
- Be safe by following all the teacher/ staff directions upon entry, during and while exiting assembly or school wide event.

Field Trips:

Students must:

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

Public areas: Hallways, Lunchroom & Restrooms:

Hallways, Lunchroom and Restrooms are areas used by all members of School. Students must:

- Use the halls, lunchroom, or restrooms only as needed and then move on to class.

- Eat only in the cafeteria or other designated area.
- Leave gum at home; chewing gum is strictly prohibited anywhere on campus.
- Maintain orderly conduct always; walk in the halls, lunchroom, or restrooms.
- Keep in mind that profanity and vulgar language at any level is unacceptable and is strictly prohibited in all areas and at school functions at all times.
- Limit excessive noise such as yelling, screaming or banging lockers while in these areas.
- Help keep the school clean by picking up after yourself and putting your belongings in their proper place.
- Respect others personal space and keep your hands to yourself even in play.
- Have a pass to be in the above areas during class time and after school.
- Keep in mind that vandalism, littering, or graffiti in the school is prohibited and should be reported as this reflects poorly on everyone.
- Refrain from lewd or otherwise inappropriate displays of affection.
- Bring only plastic and paper containers to school; all glass containers are prohibited on campus and will be confiscated.
- Be responsible and report any leaks, spills, or other problems in the bathroom to a teacher or the office.
- Be responsible for cleaning up after yourself, including the disposing of or the recycling of garbage.
- Have a hall pass if you are outside of the classroom during class time.
- Not visit with friends or interrupt another classroom.
- Not misuse the hall pass as it will result in loss of the hall pass privilege.
- Get a referral from your teacher before you go to the office. Do not use the hall pass.

Emergency Drills:

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

Classroom:

Students must:

- Be seated and ready to begin their assignment when the bell rings.
- Be courteous to all teachers and students.
- Follow all school and classroom rules.
- Bring all necessary materials/supplies ready to work daily.
- Be Safe by respecting others' personal space and boundaries.

Classroom Procedures and Consequences:

Please check the teacher's syllabus for specific consequences which may include:

1. In-class warning
2. Student-Teacher Conference
3. Reflection/Parental Notification
4. Parent Conference
5. Office Referral & Administrative Disciplinary Procedures

SIS Behavior Records

Student behavior will be recorded on the SIS, Infinite Campus, and students will receive the following rewards or consequences based on their behavior entries.

Note: The following tables are for sample purposes only. Each individual MPS school may include amendments into the SIS behavior points, rewards, and consequences addressing local needs.

Positive Rewards:

- Contact parent/guardian
- Lunch speed pass
- Treat
- One day free dress (pass will be given)
- Extended lunch period
- Two-day free dress (pass will be given)
- VIP breakfast
- Entered in a raffle
- Free dress – every Friday for one month (pass will be given)
- VIP lunch and “Race to the Top”

Negative Consequences:

- Contact parent/guardian
- Loss of privileges
- Parent/guardian conference
- Behavior plan and lunch reflection
- Shadowed by parent/guardian for a day and one hour after school reflection
- Student improvement team
- Pending Reflection Committee outcome
- Reflective hearing with Reflection Committee, parent/guardian and student

Multi-Tiered System of Response to Behavior

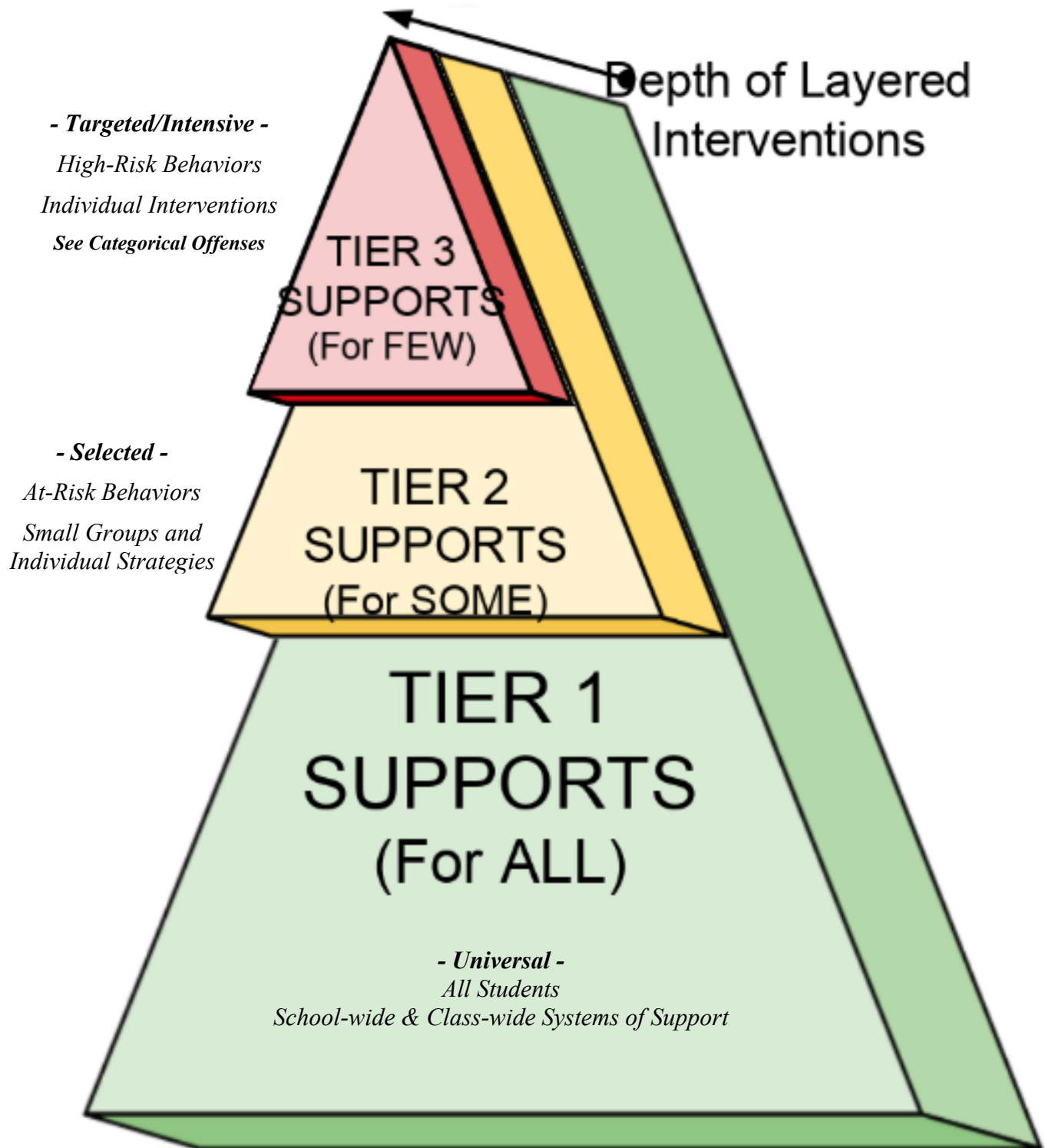
MPS maintains as a priority reinforcing positive behavior through intervention supports. Should students continue to make poor choices the administration team and school staff will create a plan with the parent/guardian to decrease unwanted behaviors and reinforce desired behaviors. Students and guardians have access to the school SIS as a means of staying informed on student progress. The student, family and school connection is part of the Positive Behavioral Interventions & Supports (PBIS) model for our learning community and it takes collaboration with all stakeholders.

All students at MPS are entitled to the rights guaranteed by the United States Constitution, Bill of Rights, and applicable case law, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the unacceptable student behaviors listed in this handbook may incur consequences. These consequences range from notification of parents, reflection, to emergency removal from a school activity, suspension, expulsion, and referral to appropriate law enforcement agencies.

MPS reserves the right to notify the authorities and the Department of Education as required by law relating to disciplinary actions taken. It is to be noted that MPS reserves the right to discipline any act that has a nexus with MPS or the school community and causes a substantial disruption to the normal operation of the School. In other words, MPS may discipline behavior at school or at a school-related or school-sponsored function or any activity or any act that causes a substantial disruption on the school environment or that is performed with/on/by/via school equipment or school property. MPS respects and observes the rights of student to lawful student expression, as outlined in the “MPS Student Freedom of Speech/Expression Policy” available in the office of each MPS school.

The following charts and tables delineate unacceptable types of behavior in three levels and possible interventions as part of MPS’ system of response to behavior.

Multi-Tiered System of Response to Behavior

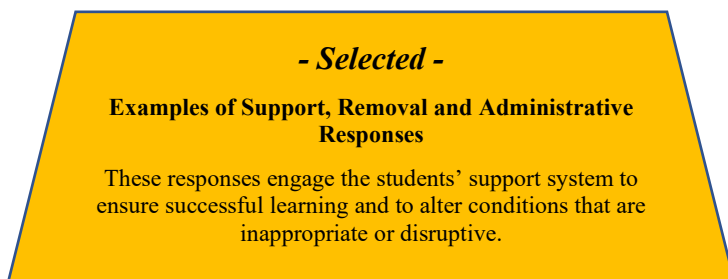
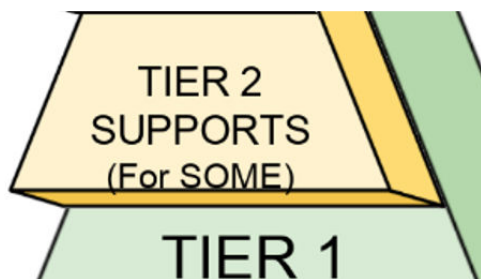


TIER 1 SUPPORTS (For ALL) *- Universal -*

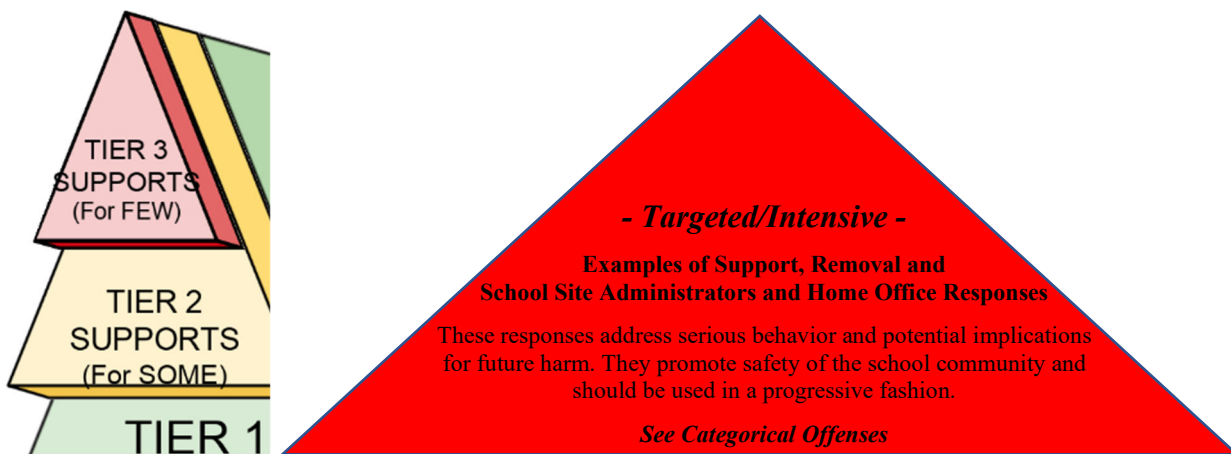
Examples of Classroom, Support, and Teacher-Led Responses

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

| Level 1 Infractions | Interventions |
|---|---|
| <ul style="list-style-type: none"> • Invading personal space • Antagonizing others • Violation of school/class rules • Horseplaying • Violating off-limits/restricted area • Habitually tardy and/or not being in assigned location • Disrupting the learning environment/Off task • Littering • Not having proper materials, supplies, and/or equipment for class participation • Inappropriate use of electronic devices • Dress code violation • Inappropriate language/actions (hurtful, vulgar, gossip, etc.) • Passive participation in hurtful acts/words against others • Lewd or inappropriate displays of affection • Refusing to cooperate and comply with school rules/personnel | <ul style="list-style-type: none"> ✓ School-wide PBIS ✓ Social-emotional learning program ✓ Proactive classroom management ✓ Regular, preemptive communication with families ✓ Classroom incentives ✓ Seating, assignment, behavioral accommodations ✓ Conferencing with student(s) and parents ✓ Verbal correction and redirection ✓ Reminders, role-play, daily progress sheet ✓ Loss of classroom privileges ✓ Written and/or verbal reflection |



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



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

Infractions Explained

See also the Enumerated Offenses and applicable procedures listed in “**Suspension and Expulsion Procedures**” below.

Assaulting, Fighting and/or Arranging Fights

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

Bringing / Using Electronic Devices

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

Scholastic Dishonesty/Plagiarism

Scholastic dishonesty includes (but is not limited to) plagiarism, cheating on tests, and/or any other types of deception to obtain credit without effort. Scholastic dishonesty is unacceptable conduct. As a consequence, student will receive a failing grade on the assignment/test, and all other possible corrective strategies listed under the RTI table above will apply as well.

Texting/Sexting

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

Disrupting Learning

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

Horseplay

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

Violating Uniform Policy

A student’s dress and appearance shall conform to the specific uniform and appearance limitations described in this handbook.

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

Use of drugs or alcohol means a student knowingly possesses, consumes, uses, handles, gives, stores, conceals, offers to sell, sells, transmits, acquires, buys, represents, makes, applies, or is under the influence of any narcotic drug, hallucinogen, amphetamine, barbiturate, marijuana, tranquilizer, non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcohol, intoxicant, solvent, gas, or any mood-altering chemical, drug of abuse or any counterfeit-controlled substance of any kind including butane lighters.

The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, and look-alike drugs is prohibited everywhere on school grounds, at all school activities, and on all school transportation (drug free zone 1000 feet radius). Backpacks, gym bags, coats, and/or any other containers might be searched by Administration and/or Law Enforcement if they suspect the presence of such items.

False Fire Alarms

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

Forgery of Signatures

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

Vulgarity, Profanity and Obscenity

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

Bullying & Cyber Bullying

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

Vulgarity, Profanity and Obscenity

Bullying is not permitted at MPS. In addition, MPS will not tolerate unlawful intimidation and bullying due to actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationalist, race or ethnicity, religion, sex, sexual orientation, or a person's association with a person, or group, with or more of these actual or perceived characteristics. Each student deserves an equal opportunity to obtain an education without dealing with the negative pressures of peers. Bullying consists of any of the following: pushing, shoving, hitting, and spitting, name calling, picking on, making fun of, laughing at, and excluding someone physically or via social media or electronic communications.

Bullying causes pain and stress to those who are victims and is never justified or excusable as “kids being kids”, “just teasing”, “joking”, “playing around” or any other rationalization. This includes the use of social media for wrongful purposes.

Each MPS student agrees to:

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

Harassment of Students, Teachers, Administrators, Staff, or Volunteers

Harassment means making unwelcome advances or any form of improper physical contact or sexual remark and any speech or action that creates a hostile, intimidating or offensive learning environment. Harassment is a violation of Federal Law and is contrary to the School Board's commitment to provide a physically and psychologically safe environment in which to learn. See also the “Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy.”

Behaving Disrespectfully towards Teachers or Staff

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

Student Hazing

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

prohibition contained in this policy. Hazing may carry heavy legal consequences.

Smoking or Use of Other Tobacco Products

Possession of tobacco products in any part of the school (drug free zone 1000 feet radius) or on the student is prohibited under this policy. This includes cigarettes, e-cigarettes, vaporizers, cigars, herbs, and smokeless tobacco. Backpacks, gym bags, coats, and/or any other containers might be searched if the presence of such items is suspected.

Stealing and/or Vandalizing School/Private Property & Graffiti

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

No permanent markers or aerosol cans are allowed at school.

Displaying Threatening Behavior

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

Bringing Weapon to School

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

If you are aware of a weapon /drugs/alcohol on campus and do not inform school staff, you will be subject to disciplinary actions and serve consequences.

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| Possession or Use of Fireworks |
| Using or possessing any amusement device, smoke bomb, stink bomb, etc. |

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| Gang and Secret Society Symbols |
| Disruption and/or intimidation caused by the wearing of any type of clothing, accessories, hair style, or by writing of any signs identified as or associated with gangs. No gang activity or gang association will be permitted at school or school sponsored activities. Gang symbols on notebooks, lockers, book bags, etc. are not permitted and will be documented. Students may not promise to become or be members of a gang, secret society, illegal club, sorority or fraternity. |

| |
|---|
| Arson |
| Intentionally starting any fire or combustion on school property. |

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| Public Display of Affection |
| Public displays of affection are not allowed. |

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| Provoking/Intimidating Behavior Encouraging or Urging Other Students to Violate School Rules |
| Any student who, by means of provocation, intimidation, encouragement, request, or other means of promotion, induces or attempts to induce another student to violate a MPS school rule shall be subject to discipline. |

Students with an IEP

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

MPS follows state and federal laws regarding discipline, including suspension and expulsion, of students with disabilities. See also the "**Suspension and Expulsion Procedures,**" below, for more information.

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| Suspension and Expulsion Policy and Procedures |
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The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at Magnolia Public Schools ("MPS" or "Charter School"). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

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 school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws

including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

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

Positive Behavioral Interventions & Supports (PBIS)

Positive Consequences:

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

- Individual awards/recognition
- Classroom awards/recognition
- Certificates
- Displays
- Positive contact with parent/guardian
- Special activities (field trips, movie nights, picnics, etc.)

- Publications
- Assemblies
- Positive SIS points

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

Alternatives to Suspension and/or Expulsion

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

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

Reflection:

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

In School Suspension (ISS):

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

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses: Students may be suspended when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 4-12, inclusive.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the

specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of

students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn

- page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
- (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- iii. An act of cyber sexual bullying.
- (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

- w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
2. **Non-Discretionary Suspension Offenses:** Students must be suspended and recommended for expulsion when it is determined the student:
- Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
 - Brandishing a knife at another person.
 - Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.
3. **Discretionary Expellable Offenses:** Students may be recommended for expulsion when it is determined the student:
- Caused, attempted to cause, or threatened to cause physical injury to another person.
 - Willfully used force or violence upon the person of another, except self-defense.
 - Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
 - Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
 - Committed an obscene act or engaged in habitual profanity or vulgarity.
 - Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
 - Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
 - Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace

resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.

- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- iii. An act of cyber sexual bullying.
- (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves

athletic events or school-sanctioned activities.

- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
4. **Non-Discretionary Expellable Offenses:** Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
 - b) Brandishing a knife at another person.
 - c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4..

If it is determined by the Administrative Panel that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence

in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 48913.5, upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall

provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 48913.5(b), if a homework assignment that is requested pursuant to Section 48913.5(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

5. Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made in writing to the Principal and heard by a Reflection Committee. The Reflection Committee is an advisory committee to the Principal, trained quarterly in restorative practices and PBIS, and will comprise of at least one school administrator (serves as procedural advisor), and at least two teachers, and may also include a non-certificated employee. All Reflection Committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the Reflection Committee is final and will be delivered to the parent/guardian in a written response. Based on the information submitted or requested, the Reflection Committee may make one of the following decisions regarding the suspension:

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

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by a neutral and impartial Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the Student nor a member of the Charter School Board of Directors. The Administrative Panel shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

It is preferable for the Administrative Panel members to have

experience in education law and student discipline. Typical Administrative Panel members include teachers, school administrators and Home Office Chiefs/Directors. The Home Office will coordinate all administrators and teachers who serve on the Reflection Committee at their school sites to be “on call” for a particular month should their presence be needed at an Administrative Panel hearing. The Administrative Panel may expel any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

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

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of MPS’ disciplinary rules which relate to the alleged violation.
4. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the Charter School to any other school district or school to which the student seeks enrollment.
5. The opportunity for the student and/or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

MPS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the

witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) calendar days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.
2. MPS must also provide the victim a room separate from the hearing room for the complaining witness’ use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, MPS must present evidence that the witness’ presence is both desired by the witness and will be helpful to MPS. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be

excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

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

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

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

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to their previous educational program.

The Administrative Panel may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Administrative Panel. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Administrative Panel may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Administrative Panel revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Administrative Panel shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Administrative Panel shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The Principal or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with MPS
3. The reinstatement eligibility review date; a copy of the rehabilitation plan; the type of educational placement during the period of expulsion, and notice of appeal rights/procedures

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

K. Disciplinary Records

MPS shall maintain records of all student suspensions and expulsions at MPS. Such records shall be made available to the authorizer upon request.

L. Expulsion Appeals

In order to appeal an expulsion, the student/parent/guardian must submit a written appeal to the CEO of MPS outlining the reason for the appeal, attaching any supporting documentation, within ten (10) calendar days of being informed of the expulsion.

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within thirty (30) calendar days of receipt of a timely written request for an appeal.

At the hearing on the appeal, the student shall have the right to present evidence. The Board will consider evidence and/or testimony as appropriate and will render a written decision that shall be in the best interest of the student and MPS. That decision shall be final.

M. Interim Placement

MPS shall be responsible for the appropriate interim placement of students during and pending the completion of the MPS's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

MPS shall work with the District for an interim placement or other alternative program. Should MPS determine after the referral that the student will remain at MPS pending the expulsion hearing based on the best interest of the student, or if MPS secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, MPS will notify the District of such determination.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the

closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities**1. Notification of SELPA/District**

The Charter School shall immediately notify the SELPA/District and coordinate the procedures in this policy with the SELPA/ District of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a

violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding

placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on

school premises, or at a school function;
or

- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Coversheet

Enrollment Update

| | |
|--------------------------|-------------------------------------|
| Section: | V. Information/Discussion Items |
| Item: | B. Enrollment Update |
| Purpose: | Discuss |
| Submitted by: | |
| Related Material: | Enrollment Update October 2021 .pdf |



| | |
|---------------------|--|
| Board Agenda Item # | V B: Information/Discussion Item |
| Date: | October 14, 2021 |
| To: | Magnolia Public Schools - Board of Directors |
| From: | Alfredo Rubalcava, CEO & Superintendent |
| Staff Lead: | Dr. Brenda D. Lopez, Chief External Officer |
| RE: | Enrollment Update October 2021 |

Proposed Board Recommendation

No action is needed. This item is a continuation of enrollment progress across all Magnolia Public School sites. The information will address the current enrollment numbers at each school site as marked by Census day enrollment, not cumulative enrollment data, compare the current enrollment numbers to the target enrollment numbers, and share promising opportunities to address enrollment gaps. The report will also share the impact on school budgets for the target enrollments that were not met.

Introduction

Our school leaders and staff have been working tirelessly to begin this school year in a physically safe and supporting learning environment. We have succeeded in following guidance from the CDC, County, Authorizer and our own internal Covid response team. Unfortunately, declining enrollment is something that California schools are facing especially as many families decide what the back-to-school reality looks like post Covid-19.

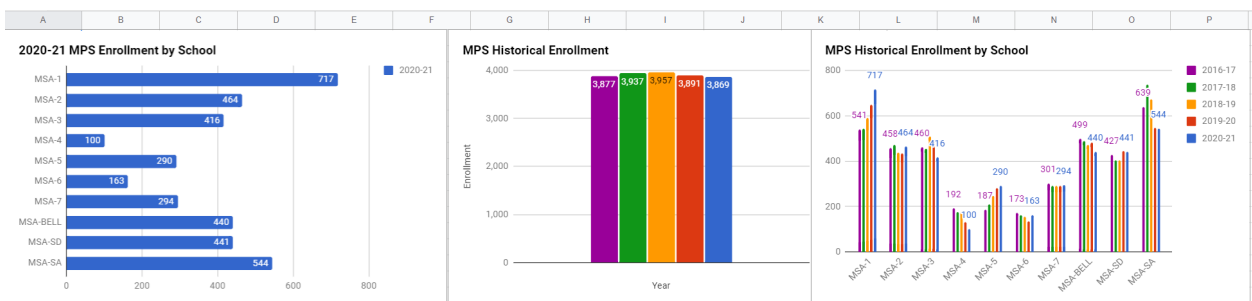
Background

Declining enrollment is also something that has been impacting schools prior to the Covid-19 Pandemic but as we navigate the continued Covid-19 impact we are also seeing the connection with declining enrollment. Principals created target enrollments and submitted them to the home office in early June of this year. The school enrollment targets are set by historical data on enrollment as well as projected number of returning families. The returning families are asked to complete an intent to return form to confirm their continued enrollment at our schools, the deadline to complete the form aligns with the deadline for the open enrollment period for families seeking to apply to our schools.

Analysis

The goal of the Outreach and Communications department is to address the strengths, weaknesses, opportunities and challenges related to the enrollment process. The focus of the work is to address the needs as a structured systematic response including analyzing and sometimes predicting trends. We continue to adjust our work and support for each individual school site related to enrollment with ongoing data dives both qualitative and quantitative. It is important to also have a historical understanding of the enrollment data across our schools as well as highlight the growing enrollment that is school specific.

| MPS | 2021-2022 | | 2020-2021 | | 2019-2020 | | 2018-2019 | | 2017-2018 | | 2016-2017 |
|---------------|------------------------------------|--------------------------------|------------------------------------|----------------------|------------------------------------|----------------------|------------------------------------|----------------------|------------------------------------|----------------------|-------------|
| | Differences since last School Year | 2021-2022 Enrollment (10/6/21) | Differences since last School Year | 2020-2021 Enrollment | Differences since last School Year | 2019-2020 Enrollment | Differences since last School Year | 2018-2019 Enrollment | Differences since last School Year | 2017-2018 Enrollment | |
| MSA-1 | 30 | 747 | 67 | 717 | 60 | 650 | 47 | 590 | 2 | 543 | 541 |
| MSA-2 | 43 | 507 | 29 | 464 | -2 | 435 | -34 | 437 | 12 | 471 | 459 |
| MSA-3 | -6 | 411 | -80 | 417 | -13 | 497 | 55 | 510 | -5 | 455 | 460 |
| MSA-4 | 9 | 109 | -31 | 100 | -45 | 131 | 0 | 176 | -16 | 176 | 192 |
| MSA-5 | -43 | 247 | 9 | 290 | 33 | 281 | 38 | 248 | 23 | 210 | 187 |
| MSA-6 | -78 | 85 | 29 | 163 | -22 | 134 | -6 | 156 | -12 | 162 | 174 |
| MSA-7 | -13 | 281 | 2 | 294 | 1 | 292 | -1 | 291 | -9 | 292 | 301 |
| MSA-BELL | -48 | 392 | -42 | 440 | 11 | 482 | -17 | 471 | -11 | 488 | 499 |
| MSA-SD | -20 | 421 | -2 | 441 | 39 | 443 | 0 | 404 | -23 | 404 | 427 |
| MSA-SA | -29 | 514 | -3 | 543 | -128 | 546 | -62 | 674 | 97 | 736 | 639 |
| TOTALS | -155 | 3714 | -22 | 3889 | -66 | 3891 | 20 | 3957 | 58 | 3937 | 3879 |



Budget Implications

The budget implications for not reaching enrollment targets can impact various line items at each school. The image below shows you the current impact with Census Day Enrollment data.

| School Site | Grade Levels | Board Approved 2021-2022 Projected Enrollment | Student Count As of 10/01/2021 | Enrollment Variance | Average Funding ADA | Estimated Budget Impact |
|--------------|--------------|---|--------------------------------|---------------------|---------------------|-------------------------|
| MSA 1 | 6-12 | 730 | 747 | 17 | \$16,556 | \$281,446 |
| MSA 2 | 6-12 | 485 | 507 | 22 | \$15,126 | \$332,781 |
| MSA 3 | 6-12 | 416 | 411 | -5 | \$17,208 | -\$86,042 |
| MSA 4 | 6-12 | 115 | 109 | -6 | \$16,783 | -\$100,696 |
| MSA 5 | 6-12 | 270 | 247 | -23 | \$15,524 | -\$357,057 |
| MSA 6 | 6-8 | 80 | 85 | 5 | \$14,410 | \$72,050 |
| MSA 7 | TK-5 | 292 | 281 | -11 | \$15,695 | -\$172,641 |
| MSA 8 | 6-8 | 430 | 392 | -38 | \$15,823 | -\$601,255 |
| MSA SA | TK-12 | 550 | 514 | -36 | \$16,767 | -\$603,628 |
| MSA SD | 6-8 | 422 | 421 | -1 | \$12,192 | -\$12,192 |
| Total | | 3790 | 3714 | -76 | | -\$1,247,234 |

The average funding is calculated by dividing by total revenue by total enrollment numbers. (FY 20/21 data is used)
All LCFF, Federal, State and Local Revenues are included in the calculation.

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

The benefit for all MPS schools is to identify areas of need and align promising practices to adjust and overcome enrollment challenges.

Exhibits (Attachments):

- N/A

Coversheet

Review & Discussion of Significant Disproportionality Comprehensive Coordinated Early Intervening Services (CCEIS) Plan for Magnolia Science Academy 1

Section: V. Information/Discussion Items
Item: C. Review & Discussion of Significant Disproportionality
Comprehensive Coordinated Early Intervening Services (CCEIS) Plan for Magnolia
Science Academy 1
Purpose: Discuss
Submitted by:
Related Material: CCEIS Plan MSA-1.pdf



| | |
|---------------------|---|
| Board Agenda Item # | V C: Informational/Discussion Item |
| Date: | October 14, 2021 |
| To: | Magnolia Public Schools - Board of Directors |
| From: | Alfredo Rubalcava, Chief Executive Officer |
| Staff Lead: | Dr. Artis Callaham, Director of Special Education Erdinc Acar, Chief Academic Officer |
| RE: | Review and discussion of Magnolia Science Academy 1 Comprehensive Coordinated Early Intervening Services (CCEIS) Plan |

Proposed Board Recommendation

No action required.

Background

Under the Federal Individuals with Disabilities Education Act (IDEA) requirements, if an LEA is identified as significantly disproportionate, the LEA must reserve 15 percent of its 611 and 619 IDEA grant funds to provide CCEIS to students in the LEA. These services are for children from age 3 through grade 12, particularly, but not exclusively, children in those groups that were significantly overidentified who need additional academic and behavioral supports.

CCEIS activities must:

- Address the factors contributing to the significant disproportionality.
- Focus on academic and behavioral instructional services and professional development.
- Consider age three through twelfth grade instructional activities with a primary focus on students age three through third grade.
- Allow expenditures on preschool if an LEA has an established preschool program as part of the Preschool–12 educational system
- Occur within the allowable CCEIS budget period of 27 months.

IDEA also requires that LEAs provide for the review and, if applicable, revision of the policies, procedures, and practices it identifies as contributing to the significant disproportionality, including a policy, practice or procedure that results from a failure to identify, or the inappropriate identification of, a racial or ethnic group (or groups); and publicly report any revision of policies, practices, and procedures.

MSA-1 got engaged in developing its CCIS plan with the help of our stakeholders composed of school, home office staff, SELPA director, diverse group of parents and community members, including representatives of the identified racial/ethnic category. The following were key activities that happened during this phase.

- January 31, 2021- Submitted the Assurance of Compliance with authorized signatures.
- March 3, 2021- Combined Leadership Team and Stakeholder Group; Reviewed 4 phases of CCEIS Plan, the format and due dates.
- March 9, 2021- Leadership Team discussed pacing charts, planned meetings, and added additional members of stakeholder group.
- March 17, 2021- Leadership Team and Stakeholder Group completed responsibilities for respective teams, identified data sources, and registered for Workshop A
- April 20, 2021- Combined Teams looked at examples of data sources and initiatives and discussed self assessment instruments.
- May 4, 2021- Combined Teams Reviewed Magnolia Data related to Hispanic SLD and EL populations and identified data gaps
- May 11, 2021- Examined Magnolia's initiative inventory and discussed EL Master Plan; Analyzed Data and selected Self Assessment Tool.
- May 25, 2021- Stakeholder Group participated in overview and introduction to self assessment instrument
- May 27, 2021 - Stakeholder Group re-capped disproportionality, discussed data findings (exiting students, ELs, LTELs, MTSS, RTI, etc.), Data Analysis Workbook (SPPTAP.org), File review data shared, next steps: (reflect on data, identify root causes, watch CCEIS videos), Attended CCEIS workshop on June 9, 2021.
- June 11, 2021- Stakeholders completed NYU Self Assessment generating risk ratios
- September 10, 2021- Re-organized Leadership Team and Stakeholder Group
- September 28, 2021 - Stakeholder Group reviewed and provided additional input for draft of CCEIS Plan to be incorporated by Leadership Team.
- September 30, 2021 - Submitted the CCEIS plan to CDE.

Attached plan explains information on the activities completed by MSA-1 as part of the programmatic improvement process to develop its action plan for implementation of their (CCEIS). It includes the completion of the Programmatic Improvement Action Plan (3.2) and the Allowable Costs Budget (Form 2) that will be used as the basis for monitoring and reporting on the CCEIS progress and expenditures during the 27-month CCEIS period (July 1, 2021 – September 30, 2023).

Budget Implication

MSA-1 will reserve 15 percent of its 611 and 619 IDEA grant funds to provide CCEIS to students in the LEA. For the Fiscal Year of 2021–22 the amount identified is \$13,443.75.

Attachments

MSA-1 2021 Significant Disproportionality Comprehensive Coordinated Early Intervening Services (CCEIS) Plan

California Department of Education
 Special Education Division

Significant Disproportionality
 CCEIS Plan

2021 Significant Disproportionality Comprehensive Coordinated Early Intervening Services (CCEIS) Plan

Note: this is the optional alternative format of the 2021 CCEIS Plan document.

This form collects brief information on the activities completed by the Local Educational Agency (LEA) as part of the programmatic improvement process to develop their action plan for implementation of their Comprehensive Coordinated Early Intervening Services (CCEIS). It includes the completion of the Programmatic Improvement Action Plan (3.2) and the Allowable Costs Budget (Form 2) that will be used as the basis for monitoring and reporting on the CCEIS progress and expenditures during the 27-month CCEIS period (July 1, 2021 – September 30, 2023).

BACKGROUND INFORMATION

| | |
|---|---|
| LEA Name: Magnolia Science Academy 1 | LEA Contact Name: Brad Plonka |
| County District Code: 6119945 | LEA Contact Email: bplonka@magnoliapublicschools.org |
| SELPA Name: El Dorado Charter SELPA | LEA Contact Phone: 818-609-0507 |

CCEIS Period 2021 Significant Disproportionality Indicator(s)

(Refer to the Fiscal Year 2021 Notification Letter)

| Indicator | Race/Ethnicity/Disability Category |
|------------|---|
| Element 10 | Hispanic/Specific Learning Disability (SLD) |
| | |
| | |
| | |

Previous Significant Disproportionality Indicator(s)

| Year(s) | Indicator | Race/Ethnicity/Disability Category |
|---------|-----------|------------------------------------|
| | | |
| | | |
| | | |
| | | |

DESCRIBE THE PLAN DEVELOPMENT ACTIVITIES FOR CCEIS**PHASE ONE: GETTING STARTED**
Find instructions for this phase at<https://spptap.org/phase-1-getting-started/>**1.1 Identify Leadership Team**

List members' names, emails, titles/roles, and responsibilities related to the CCEIS Plan.

Note: In small LEAs, multiple roles may be assigned to one administrator or team member.

| Member Name | Email | Title/Role | Member's Responsibility for Development, Implementation, and Monitoring of CCEIS Plan |
|--------------------|--------------------------------------|--------------------------------------|--|
| Mustafa Sahin | msahin@magnoliapublicschools.org | Facilities (Principal MSA-1 2011-21) | Ensure initial draft of CCEIS Plan written under direction of Prior Principal shows continuity; ensures smooth transition for implementation of CCEIS plan |
| Brad Plonka | bplonka@magnoliapublicschools.org | Principal MSA-1 2021-Present | Ensure a diverse stakeholder group, schedule stakeholder meetings, distribute appropriate gen ed and SPED responsibilities |
| Lori Morley | lmorley@magnoliapublicschools.org | Dean/SPED Coordinator | Perform file reviews, gather SPED data |
| Erdinc Acar | eracar@magnoliapublicschools.org | Chief Academic Officer | Communicate with local district, gather data on practices and procedures of local district |
| Artis Callaham | amcallaham@magnoliapublicschools.org | SPED Director | Distribute SPED responsibilities, act as liaison with LEA and Facilitator |
| Katie Mann | kmann@magnoliapublicschools.org | Director of EL and ELA Programs | Evaluate existing programs, implement CCEIS early intervention organization wide |
| Azniv Fotolyan | afotolyan@magnoliapublicschools.org | Dean of Academics MS | Implement CCEIS early intervention at the Gen Ed level, observe, provide coaching and feedback |

| | | | |
|-------------|----------------------------------|----------------------|--|
| Frank Bidak | fbidak@magnoliapublicschools.org | Dean of Academics HS | Implement CCEIS early intervention at the Gen Ed level, observe, provide coaching and feedback |
| | | | |

Do the members of this team have decision-making authority? What is the process for LEA approval of this CCEIS plan? Is this leadership team authorized to make decisions around the implementation of the CCEIS plan? If not, how will the decisions be made?

As policy makers and administrative members of Magnolia Public Schools and of the MSA-1 Campus, the members of this team have decision-making authority. The process for LEA approval of this CCEIS plan is:

1. Gather data, analyze data
2. Draft the CCEIS plan with team members under the guidance of Technical Assistance Facilitator Dennis Doyle
3. Seek input from stakeholders. When stakeholders provide input, the plan will be shared with the Superintendent.
4. Submit the plan to Superintendent for initial approval.
5. Submit the plan for approval to CDE by Sept. 30, 2021
6. The Board will approve the plan prior to implementation.
7. Using the stakeholder team, meet quarterly and make decisions and revisions about the implementation of the CCEIS plan throughout the 27 months.

1.2 Identify Stakeholder Group

List members' names, roles, and CCEIS related responsibilities. Describe each group members' active involvement in developing, implementing, and evaluating the CCEIS Plan.

California Department of Education
Special Education Division

Significant Disproportionality
CCEIS Plan

*Note: Team composition requires a diverse group of parents and community members, **including representatives of the identified racial/ethnic category.** (In small school LEAs, multiple roles may be assigned to one administrator or team member.)*

| Role | Member Name(s) | CCEIS Plan Responsibilities for Development, Implementation and Monitoring of the CCEIS Plan |
|--|-----------------------|---|
| Superintendent | Alfredo Rubalcava | Oversee development, implementation, and monitoring of CCEIS Plan |
| Cabinet Level Leader-General Education | Erdinc Acar | Communicate with local district, gather data on practices and procedures of local district |
| Cabinet Level Leader-Special Education | Artis Callaham | Distribute responsibilities for special education, reflect on history of SPED/EL placements |
| Director of Curriculum (or Similar) | Traci Lewin | Evaluate existing programs, implement CCEIS early intervention organization wide |
| SELPA Director (or Designee) | Sean Andrew | Review CCEIS Plan and provide feedback |
| Director of Assessment (or Similar) | David Yilmaz or rep | Monitor effectiveness of CCEIS Plan during implementation |
| Appropriate Grade Level General Education Teacher | Feiran Yang | Help revise Gen Ed policies, practices, and procedures, implement modified procedures at the site level |
| Appropriate Grade Level Special Education Teacher | Chelsi Bisbey | Help revise SPED policies, practices, and procedures, implement procedures at the site level |
| Parent (diverse representation, not district employee/s) | Balbina Lopez | Provide input and feedback on CCEIS Plan from the parent perspective |

California Department of Education
Special Education Division

Significant Disproportionality
CCEIS Plan

| | | |
|---|-----------------|--|
| Community Representative | Deborah Buttita | Provide input from the perspective of Mitchell Family Clinic, a community partner for over ten years. |
| Principal or Site Level Administrator | Brad Plonka | Implement CCEIS early intervention at the Gen Ed level |
| Human Resources Administrator (optional) | Barbara Torres | Support with processing stipend for CCEIS Coordinator |
| Fiscal Services Representative | Harun Ciftci | Provide calculations for CCEIS budget and monitor expenditures |
| Bargaining Unit Representative (optional) | N/A | |
| Other: | David Garner | Analyze data, provide input and feedback on CCEIS Plan |
| Other: | Jasmin Gomez | Reflect on patterns of prior assessment, recommend procedural changes, Cumulative reviews, bilingual assessments |

Provide:

- the dates the Stakeholder group met.
- a summary of the work completed by the Stakeholder group.
- a description of how the Leadership Team engaged with the Stakeholder group.
- a link to presentations, agendas, minutes, attendance records (as appropriate)

- March 3, 2021- Combined Leadership Team and Stakeholder Group; Reviewed 4 phases of CCEIS Plan, the format and due dates.
- March 9, 2021- Leadership Team discussed pacing chart, planned meetings, and added additional members of stakeholder group.
- March 17, 2021- Leadership Team and Stakeholder Group completed responsibilities for respective teams, identified data sources, and registered for Workshop A
- April 20, 2021- Combined Teams looked at examples of data sources and initiatives and discussed self assessment instruments.
- May 4, 2021- Combined Teams Reviewed Magnolia Data related to Hispanic SLD and EL populations and identified data gaps

- May 11, 2021- Examined Magnolia's initiative inventory and discussed EL Master Plan; Analyzed Data and selected Self Assessment Tool.
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- June 11, 2021- Stakeholders completed NYU Self Assessment generating risk ratios
- September 10, 2021- Re-organized Leadership Team and Stakeholder Group
- September 28, 2021 - Stakeholder Group reviewed and provided additional input for draft of CCEIS Plan to be incorporated by Leadership Team

1.3 Contact the State Performance Plan Technical Assistance Project (SPP-TAP) at the Napa County Office of Education (NCOE) and CDE FMTA Consultant.

Indicate how have you engaged with the CDE and SPP-TAP to understand and support the development of the CCEIS Plan:

- X Accessing information via the SPP-TAP Website
- X Meeting with CDE FMTA Consultant
- X Meeting with SPP-TAP staff
- X Participating in virtual Community of Practice (CoP) meetings
- X Attending Introduction to Significant Disproportionality Webinar Series (NEW LEAs)
- X Attending Significant Disproportionality for Continuing Local Educational Agencies Webinar
- X Attending Workshops A and B (NEW LEAs)
- X Participating in Consultations with CDE FMTA Consultant
- Other: Brown Bag Q&A Session

1.4 Choose Technical Assistance (TA) Facilitator(s)

Name the TA Facilitator(s) and describe current and anticipated services. **LEAs must submit a copy of the contract or MOU for each TA facilitator.** To use a non-SPP-TAP TA facilitator, the LEAs must supply a copy of the TA facilitator's resume and obtain written permission from the CDE by completing the Proposed TA Facilitator Eligibility Form located on the [CCEIS Padlet](#).

Note: LEAs are required to use TA Facilitation for a minimum of 10 hours for each area of identification.

TA Facilitator Name: Dennis Doyle, PhD

List how many hours of service the TA Facilitator has provided to your LEA.TBD

Describe how you have worked with your TA Facilitator in the development of this CCEIS plan.

Our TA Facilitator assisted in leadership team and stakeholder group identification, facilitated our self-assessment, provided direction for our policies, practices and procedures and initiatives reviews, and assisted in identifying qualitative and quantitative sources of data including file reviews. Dr. Doyle guided us through the process of analyzing data and identifying root causes for Magnolia's significant disproportionality. In addition, he assisted us in the development of measurable outcomes and CCEIS activities related to identified root causes and ensured they were appropriate for our target population. He ensures an equity lens is used throughout the continuous improvement process and shares best practices and promising strategies for addressing disproportionality.

1.5 Gather Relevant Data

An LEA should gather and view data through a cultural lens. Data must be sorted by and analyzed with a focus on race, ethnicity, gender, and grade. The LEA should use both qualitative and quantitative data to complete their data analysis. Examples of both qualitative and quantitative data are available in the [CCEIS Padlet](#). This activity is included here to initiate gathering of data that is not readily available and plan the time necessary for this task prior to bringing stakeholders together.

Initiated gathering of the following data for data analysis in conjunction with the CCEIS Pacing Chart:

- EL Master Plan
- POWER Class Criteria (English Intervention Class)
- EL and RFEP data from the last three years
- Individual Education Plans from SEIS
- Stakeholder Surveys
- ELPAC score reports
- MPS Uniform Compliance Manual
- Illuminate Education Student Profiles (Student Information System that houses student transcripts and assessment data)

PHASE TWO: DATA AND ROOT CAUSE ANALYSIS
Find instructions for this phase at
<https://spptap.org/phase-ii-data-and-root-cause-analysis/>

2.1 Complete a Local Educational Agency (LEA) Initiative Inventory

Step 1: Describe Current Initiatives

Complete the table below for each of the LEA's current initiatives from both Special Education and General Education related to CCEIS that reflect interventions with differentiated levels of support.

| Initiative | Funding Source | Target Group | Leaders and Staff Responsible (as applicable) | Educational Area(s): |
|--|----------------|--------------|---|---|
| 2020-2021 Illuminate Education | General Fund | All Students | HOST School Admin Teachers Office Staff | X Curriculum and Instruction X Behavior X Family and Community Engagement __ Climate __ Social-Emotional Learning __ Other: _____ |
| 2020-2021 Title I Program | Title I | School-wide | School Admin 2 Title I Coordinators (1 for Math and the other for English) | X Curriculum and Instruction __ Behavior __ Family and Community Engagement __ Climate X Social-Emotional Learning __ Other: _____ |
| 2020-2021 ELD Program McGraw-Hill Study Sync | General Fund | ELD Students | School Admin ELD | X Curriculum and Instruction __ Behavior X Family and Community Engagement __ Climate __ Social-Emotional Learning __ Other: _____ |
| 2020-2021 SEL Program (Zones of Regulation) | General Fund | All Students | School Admin Teachers | X Curriculum and Instruction X Behavior __ Family and Community Engagement X Climate X Social-Emotional Learning __ Other: _____ |

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|---|--------------------------|-------------------------------------|--|---|
| 2020-2021 Care Solace (Mental Health Services) | General Fund | All Students | School Psychologist School Admin | <input type="checkbox"/> Curriculum and Instruction <input checked="" type="checkbox"/> Behavior <input checked="" type="checkbox"/> Family and Community Engagement <input checked="" type="checkbox"/> Climate <input checked="" type="checkbox"/> Social-Emotional Learning <input type="checkbox"/> Other: _____ |
| 2020-2021 Chicago School of Psychology : trainings, interns | General Fund | All Students | School Psychologist School Admin | <input type="checkbox"/> Curriculum and Instruction <input checked="" type="checkbox"/> Behavior <input type="checkbox"/> Family and Community Engagement <input type="checkbox"/> Climate <input checked="" type="checkbox"/> Social-Emotional Learning <input type="checkbox"/> Other: _____ |
| 2020-2021 MyOn:Self sustain reading program for Middle School students | General Fund | All Middle School Students | Gen Ed Teachers Admin | <input checked="" type="checkbox"/> Curriculum and Instruction <input type="checkbox"/> Behavior <input type="checkbox"/> Family and Community Engagement <input type="checkbox"/> Climate <input type="checkbox"/> Social-Emotional Learning <input type="checkbox"/> Other: _____ |
| 2020-2021 APEX: Credit Recovery for High School students | After School Funds | All High School Students | Admin Afterschool Staff | <input checked="" type="checkbox"/> Curriculum and Instruction <input type="checkbox"/> Behavior <input type="checkbox"/> Family and Community Engagement <input type="checkbox"/> Climate <input type="checkbox"/> Social-Emotional Learning <input type="checkbox"/> Other: _____ |
| 2020-2021 NWEA (MAP)-Asses sment tool for Math and Reading | General Fund | All Students | Admin Teachers | <input checked="" type="checkbox"/> Curriculum and Instruction <input type="checkbox"/> Behavior <input checked="" type="checkbox"/> Family and Community Engagement <input type="checkbox"/> Climate <input type="checkbox"/> Social-Emotional Learning <input type="checkbox"/> Other: _____ |
| 2020-2021 IXL: Personalized Learning platform for all core subjects | General Fund | All Middle School Students | Math and Science Teachers Admin | <input checked="" type="checkbox"/> Curriculum and Instruction <input type="checkbox"/> Behavior <input type="checkbox"/> Family and Community Engagement <input type="checkbox"/> Climate <input type="checkbox"/> Social-Emotional Learning <input checked="" type="checkbox"/> Other: Enrichment/ Scaffolding to reach a wide range of learners |

California Department of Education
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Significant Disproportionality
CCEIS Plan

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|---|-----------------|-------------------------------------|---|--|
| 2020-2021 NextGen: Next Generation Mathematics - generates unlimited rigorous SBAC style math problems organized by grade level, targets and standards | General Fund | All Middle School Students | Math Teachers Admin | X Curriculum and Instruction __ Behavior __ Family and Community Engagement __ Climate __ Social-Emotional Learning __ Other: _____ |
| 2020-2021 Parent Academy: 10 courses for parents, Self paced courses | Title Funds | All Parents | PACE Coordinator Principal | __ Curriculum and Instruction __ Behavior X Family and Community Engagement X Climate __ Social-Emotional Learning __ Other: _____ |
| 2020-2021 Multi Tiered System of Support: Universal Design for Learning and Social Emotional Learning | General Fund | All Students | Admin School Psychologist Teachers | X Curriculum and Instruction X Behavior X Family and Community Engagement X Climate X Social-Emotional Learning __ Other: _____ |
| 2020-2021 Positive Behavior Intervention System | General Fund | All Students | Admin PBIS Teams | __ Curriculum and Instruction X Behavior X Family and Community Engagement X Climate X Social-Emotional Learning __ Other: _____ |

California Department of Education
Special Education Division

Significant Disproportionality
CCEIS Plan

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|---------------------------------|---------|-----------------|-------------------|---|
| 2020-2021 Saturday School | Title I | All Students | Admin Teachers | <input checked="" type="checkbox"/> Curriculum and Instruction <input type="checkbox"/> Behavior <input checked="" type="checkbox"/> Family and Community Engagement <input type="checkbox"/> Climate <input type="checkbox"/> Social-Emotional Learning <input type="checkbox"/> Other: _____ |
|---------------------------------|---------|-----------------|-------------------|---|

Step 2: Examine the Current Initiatives

Complete the table below to identify connections between initiatives and align efforts that relate to the CCEIS plan. Identify and describe any gaps in services for any student groups most in need of support.

Name Common Areas Among the Initiatives

Under the umbrella of Multi Tiered Systems of Support, we see commonalities among many of the initiatives including Universal Design for Learning Pedagogy (Project Based Learning (PBL), IXL, Studysync, Next Gen Math), Positive Behavior Support (Restorative Justice, Community Building Circles, Zones of Regulation), Social Emotional Learning (Chicago School Partnership, Care Solace, Zones of Regulation) and Promising Academic Practices. These initiatives help MSA-1 to increase or decrease support for students as needed.

Identify Processes for Collaboration and Integration of the Initiatives, Including Timelines

Magnolia Public Schools subscribe to “All Means All” when collaboratively deciding on our initiatives and practices. In reviewing promising practices for schoolwide reform and comprehensive Multi-Tiered Systems of Support (MTSS) implementation, we collect data to determine how best to implement targeted initiatives with fidelity. MSA-1 has several processes that encourage collaboration and integration of the initiatives. For example, our PBIS program uses assemblies to promote positive behavior models and reward the hard work of our students. Monthly assemblies support our MTSS and PBIS initiatives for both behavior and academics. Additionally, in preparation for the WASC, there is a timeline that allows for coordinated review and determination of the effectiveness of programs (MSA-1 currently has a two year extension for their accreditation through June 2022). Finally, our LCAP review provides a timeline for integration and collaboration for our initiatives.

Describe any Groups of Students that are Not Served

All students are served to some extent. Programs are designed to support all students functioning at various levels. Parents and teachers have recommended that Saturday School help with learning loss and enrichment. However, EL’s should be more specifically targeted to ensure we are monitoring progress and implementing the program on a continuous basis.

Identify Areas that are a Higher Priority than Others

Our highest priority is Academic Achievement and Learning Loss Mitigation. Social Emotional Learning is also a high priority area as indicated by the increased support in this area provided by new hires and outside mental health and university partners.

2.2 Complete a Programmatic Self-Assessment

Identify programmatic self-assessment tool(s) the LEA used and describe the process(es) of completion.

Identify one or more of the approved Self-Assessment Tools used:

Annotated Checklist for Addressing Racial Disproportionality

Preventing DISPROPORTIONALITY by Strengthening District Policies and Procedures — An Assessment and Strategic Planning Process

Racial/Ethnic Disproportionality in Special Education/Data Analysis Workbook

Identify other relevant Self-Assessment Tools used:

Quality Standards for Inclusive Schools: Self-Assessment Instrument

Addressing the Root Causes of Disparities in School Discipline: An Educator's Action Planning Guide

Other: _____

Note: Each of the tools leans toward either qualitative or quantitative data, therefore your data will need to be supplemented to ensure both types of data are used. For example, the Data Analysis Workbook is quantitative in nature, so additional self-assessment activities (such as focus groups, equity walks, empathy interviews) would need to be completed to gather qualitative data.

Describe how the self-assessment process was completed (who, how, what, and when).

3/16/21 Discussed Data Sources Needed to populate the notebook

4/20/21 Team looked at sample data sources

5/04/21 Reviewed our actual data and identified gaps with respect to Hispanic SLD

5/11/21 Selected NYU Workbook as most appropriate for examining risk ratios for our self assessment

5/27/21 Stakeholder group met to have initial discussion regarding significant disproportionality, specifically over-identification of Hispanic SLD students at Magnolia Science Academy-1. The Leadership team viewed a video that provided an overview of the NYU workbook.

6/11/21 The Stakeholder group completed the self-assessment using data that populated the formulas in the workbook. Our critical analysis as a result of completing the calculations and risk ratios the NYU workbook found:

- The classification rates of students with LD, ED, and SI are as follows:
 - 1/1 Black student with disabilities classified as having a learning disability
 - 85/105 Hispanic students are classified as having a LD (81%)
 - 0% of White and Asian Students who receive special education services are classified as LD.
- MSA-1 has no students who are classified with Emotional Disturbance
- While 5.7% (6 of 105) Hispanic students qualify for SI, and 33.3% (1 of 3) Asian students

- qualify under SI, none of MSA-1's Black or White students are identified under SI.
- MSA-1's student population is trending upward, with enrollment growing each year since its inception. From the 18/19 school year through the 20/21 school year, 13 students were referred to special education and only 2 students qualified for special education services. Only 1 of those 2 students qualified for services under SLD. MSA-1's data in the NYU Steinhardt Assessment tool was gathered by Lori Morley, our SPED Coordinator from 2016-2021 and currently Acting Dean of Students for MSA-1. During team meetings, Lori Morley was joined by Erdinc Acar (Chief Academic Officer), Mustafa Sahin (Principal of MSA-1), Artis Callaham (Director of Special Education and Support Services), Traci Lewin (Director of Math Programs), Katie Mann (Director of EL and ELA Programs), Chelsi Bisbey (RSP Teacher; SPED Coordinator 20-21 School Year), Brad Plonka (Principal 20-21, MSA-1), Azniv Fotolyan (Dean of Academics, MSA-1) and Dr. Dennis Doyle (Technical Advisor) to review and disaggregate the data included in our demographic information together, and we noted several trends and observations.
- First, in examining our data calculations from the NYU Steinhardt Assessment tool, we validated our multi-tier risk ratios resulting in disproportionality for Hispanic SLD at MSA-1 in special education. In summary, Hispanic students make up 90.3% of the district population and make up 96.3% of students in the district classified as having a disability. Additionally, of Hispanic Students with disabilities, 81% are classified as having a learning disability.

9/3/21 The stakeholder group met to discuss risk ratios calculated in the workbook and to determine what other data was needed for the dispro review.

9/7/21 The MSA-1 School Site team met to further analyze the NYU Workbook. They completed Section 2.2. of the CCEIS Plan.

9/15/21 MSA-1 SPED coordinator and MPS Special Education and Support Services Director met with T.A. Dennis Doyle to revise Sections 2.2, 2.3, and 2.4.

9/16/21 MSA-1 SPED coordinator and MPS Special Education and Support Services Director met with T.A. Facilitator Dennis Doyle to draft and revise 2.5 Root Causes.

9/21/21 MSA-1 SPED coordinator and MPS Special Education and Support Services Director met with T.A. Dennis Doyle to discuss our Target Population. The team was joined by Katie Mann, EL Coordinator for MPS, and Mustafa Sahin (former principal MSA-1) and together, the team revised EL information in our Plan and wrote our first measurable outcomes.

2.3 Conduct Policies, Practices and Procedures Review

Upon identification of significant disproportionality, an LEA must provide for the annual review and, if appropriate, revision of the policies, practices, and procedures used in identification or placement in particular education settings, including disciplinary removals. An LEA must address a policy, practice, or procedure it identifies as contributing to the significant disproportionality. In addition an LEA must publicly report on any revision of policies, practices, and procedures. (As directed in 34 *CFR* Section 300.646(c) and 300.646(d)(1)(ii-iii).)

Note: *The policies, practices, and procedure review are part of the root cause analysis process. However, revisions do not have to be completed prior to submission of the CCEIS plan. The Policies, Practices, and Procedures Review Matrix can support this activity and can be found on the [CCEIS Padlet](#).*

Describe the process of reviewing the LEA's Policies, Practices, and Procedures that relate to the significant disproportionality identification.

The process of reviewing MSA-1's policies, practices, and procedures took place on two levels:

Our first level of policy, practice, and procedural review occurred at a central level at our Magnolia Public Schools Office where our director of Special Education and our Director of EL and EL Programs work to implement programs and write policies which might better serve our students.

- (Policy) An outcome of our SEP for the past two years has been the development of a comprehensive SPED implementation manual. We reviewed our MPS board approved (May 2021) MPS SPED Compliance Manual and we realized that, while it addresses equity in supporting students and ensuring that we use testing materials free from bias to ensure equity in assessment and identification of Individuals with Exceptional Needs (IWEN's), there was not a process for exiting SLD Students who met their IEP Goals and who have consistently demonstrated at or above grade level academic performance.
- (Practice) Upon observing the implementation of the testing program, we realized the SLD students' accommodations are not in TOMS (Testing Operations Management System) at the beginning of the school year. Therefore, they are not made available to all students throughout the school year and are not utilized with all assessments. Many students were not aware of their accommodations, and many did not know how to access them.
- (Practice) Although CDE allows schools to adjust the ELPAC criteria for students with special needs to exclude them from up to two domains on the ELPAC if they align with the student's eligibility and it is written into their IEP, there is only one of our LEA's implementing this practice with consistency and fidelity.
- (Policy) Upon reviewing Procedural Rights and Safeguards, parents are presented with their rights at all encounters with the staff for any SPED meetings. There is an area in all MPS offices displaying parents procedural rights and safeguards. MPS has its own Board Approved (June 2021) Alternative Disputes Resolution Policy. However, there is not a delineated procedure for exiting students once the data indicates a student is no longer eligible for Special Education Services.
- (Policy) Magnolia Public Schools has an effective 504 implementation plan. The students' 504's are developed by the coordination of services team and reviewed at least annually to make any adjustments as needed to assist students in gaining educational benefit in school.
- (Policy/Practices) In Reviewing the Child Find practices as in the MPS SPED Compliance Manual and our MPS Petitions it is our policy that we complete cumulative reviews annually to determine the need for special education, 504, and GATE services. In this practice, for the last two years since we created SEP's we began to include the organization-wide practice of checking all incoming secondary student cumulative records to ensure that previously identified students have been assessed in their primary language prior to receiving IWEN eligibility. Students requiring primary language assessment are referred to our bilingual psychologist for assessment if the primary language is Spanish. The students are referred to one of our Non Public Agency partners if the student's primary language is other than Spanish.
- (Policy/Practices) In reviewing our School Petitions and SPED Compliance Manual, we reviewed our SPED referral process. We realized we implement interventions for a six

week period after the SSPT meeting in many cases. However, this is usually done only at the two MPS elementary schools. Student data is tracked very well using the scope and sequence along with the formative assessments embedded in the program. We review teacher criterion tests and IAB assessments where applicable. Students' needs are identified and addressed on an individual basis. Some students are determined to need glasses, closer seating to the instructor, homework assistance, etc. If the student has a health impairment requiring assistance such as Diabetes, Hearing Deficits, etc. those students receive assistance immediately via a 504 plan as academic functioning does not need to be a factor in order to be eligible under the Americans with Disabilities Act. At the secondary level, the support following the SSPT is not as well documented. This may be an area for the CCEIS team to review for possible changes in practices.

Second, at our school site, MSA-1, this review happened locally between our teachers and admin. Our school site teachers and admin team met to discuss our practices and protocols on the MSA-1 campus and how we address the needs of our English learner population (a group of students related to our disproportionality). We reviewed the following data sources: EL Master Plan, POWER Class Criteria (English Intervention Class), EL and RFEP data from the last three years, and our general practices regarding how we support our students who are dually identified as EL and SLD in the classroom. Our local team found:

- (Practice) We support our EL student population through a comprehensive ELD program. This includes Integrated ELD provided by all general education core class teachers, as well as Designated ELD instruction provided by all ELA teachers. We utilize StudySync, a board and state approved curriculum for both ELA and ELD instruction. All EL level 1 and 2 students receive an additional course of Designated ELD, in addition to the comprehensive support they receive in other courses, as is required by our EL Master Plan. Finally, our school also reviews SBAC and MAP assessment scores in order to determine enrollment in POWER intervention courses for students who are EL levels 3 or 4.
- (Practice) Our school site team also reviewed how effectively we monitor progress of students by grade level within a single academic year very well, (with Dept. Chairs and admin meeting to discuss a student's growth on measures of grade level competency in the fall, winter, and spring using NWEA MAP scores and the previous year's SBAC). We reviewed meeting agendas, and reflected on how we use data to drive decisions about rostering and cycling students in and out of intervention classes based on their needs and growth *within a school year*. However, we noted we have *no procedure for reviewing data from year to year* to ensure that students who are not successful in intervention were moved up to a higher tier of support.
- (Procedure) After reviewing our general education population as a team, our Admin in charge of Special Education and our Special Education Coordinator met to review the NYU Assessment tool which we filled out at the end of the 2020-21 school year. As a team, we conducted an internal audit of SEIS (Special Education Information System) IEPs for students who were designated EL students and who were eligible for Special Education services under SLD. We observed that we included ELD goals and feedback about student progress toward ELD goals with fidelity. This indicated to us that we support language growth in our dually identified students by ensuring goals are written

for each student; However, we also observed that we lacked a procedure for record review as students enrolled in our campus. To elaborate, when a student enrolls on our campus, a record review might impact our disproportionality rates because it would allow us a process for ensuring that students received appropriate assessment in their educational history, and help us to determine whether or not they have received appropriate language intervention.

- (Procedure) Stakeholder Survey: Our Dispro team noted that on our Stakeholder Survey, questions and opportunities to provide feedback to our school about Special Education and the Assessment process were given to staff and not students and their families.

Did your LEA revise any policies, practices, or procedures?

Yes

No

Describe what policies, practices, and/or procedures have been or will be revised.

At a district/Charter Management Organization (CMO) level:

- (Policy) For the past two years the SPED Charter Management Organization (CMO) level team has worked to create a MPS Special Education Compliance Manual to outline all timelines, practices, and procedures for Special Education. The manual is inclusive of Federal and State laws, mandates and policies, school site practices and procedures for supporting SPED, 504, EL, Dually Identified and Gifted students. The manual was written as an outcome of the CDE CCEIS process as schools were being identified as disproportionate or out of compliance in different areas. The first draft of the manual was approved in June of 2021.
- (Revision) The manual will now be edited to include a procedure for exiting SLD students who are deemed "No Longer Eligible." An additional section will be included to improve our practices of supporting students with testing accommodations and supporting students whose eligibility may be adversely impacting their ability to show mastery on the ELPAC due to their area of identified disability.
- (Procedure) ELPAC accommodations are captured on the IEP for every student who is a dually identified student. The classroom and testing accommodations are captured in 100% of the IEP's for Dually Identified students. The problem we see is that the accommodations are not being implemented with fidelity. Only one school out of ten Magnolia campuses have successfully implemented the accommodations processes.
- (Revision) All EL and SPED Coordinators will ensure that the accommodations are input in TOMS in September of each school year. All Dually identified students will have a grid completed that outlines the psychological processing areas of strength and weakness and align the impact with the ELPAC goals. If there is evidence that a student is consistently doing well in all assessment areas, except the area of processing deficits, the student will have the ELPAC assessment criteria adjusted accordingly.

Progress and intervention will be monitored and reported on a monthly basis. The adjustments needed in the ELPAC criteria will be documented in the students' IEP. Authentic work samples will be required and the performance compared to samples of grade and age level expectations.

Students will be pulled into small group sessions to go over the embedded supports in the TOM's system. The embedded supports will be available in all assessments including IAB's and MAP testing. The students will be taught how to access and utilize these accommodations. This will be revisited again in January to ensure students are aware of accommodations prior to the ELPAC testing in February. Additionally, when scheduling

Summative ELPAC assessments, Dually Identified students will be scheduled later in the testing window, when possible, to allow for additional time for language development and test preparation time. Accommodations will be reviewed and revised in the Spring prior to the SBAC assessments.

- (Policy) In reviewing the SPED compliance manual, the team realized there is no procedure for exiting students who have demonstrated grade and age level academic performance.
- (Revision) A reintegration process - (exiting from special education) process will be added to the MPS Special Education Compliance Manual. In a celebratory manner we will outline the criteria, monitor and develop transition plans for students who are eligible for exiting from Special Education.
 - The SPED and EL team will review student assessment and performance data and monitor academic progress. When a student is demonstrating grade and age level academic performance on the SBAC in both ELA and Mathematics and/or, proficiency for one full year in the same designated areas in the academic classroom, the student will be eligible for reintegration.
 - Transitioning out of SPED will focus on students with Specific Learning Disabilities and will include a fading plan in the annual or triennial IEP prior to exiting.
 - Support will continue in the general education program with progress monitoring.
 - To ensure success and reduce recidivism, we will monitor the student's progress for two consecutive years after the student is exited.
 - Considerations:
 - IDEA mandates
 - Data to support academic advantages for students remaining in SPED indefinitely
 - How do we integrate
 - Collaboration
 - Develop a structured reintegration plan
 - Input from all teachers, parents students focusing on individual student's abilities, needs and performance over a full calendar year
 - Outcomes for Reintegration should include:
 - A focus on instruction and the student rather than compliance
 - Students can receive support for disability under 504 plan if on grade level
 - Students increase participation, involvement and progress in general education
 - Criteria for Consideration: Students demonstrate the ability to perform successfully and gain educational benefit in the general education setting.
 - Proficient or advanced on state assessments
 - Consistently passing grades in ELA and Mathematics
 - Completing A-G requirements or State Diploma requirements
 - Compliance with Compulsory Attendance Requirements

At our school site level, we will revise and encode the following practices and procedures:

- (Practice) MSA-1 will develop a protocol to help us create more support for our EL students in the general education population so that their deficits in language do not remain the same from year to year. To elaborate, we will not only compare student progress in ELA and MATH intervention from the Fall, Winter, and Spring to ensure that students are making progress, and receiving support as they move toward grade level proficiency- but we will also develop a protocol to ensure that from year to year (i.e. from the 20/21 to the 21/22 school year) students who receive our Tier 2 support of a power class and do not make progress toward the grade level standard are offered a more intensive support the following year.
- (Procedure) MSA-1 will develop a procedure for evaluating whether or not a student may be exempt from a specific domain of the ELPAC based on their SLD eligibility. To elaborate, the MSA-1 academic and special education team (including our school psychologist) will develop a criteria for determining whether or not a student is eligible for a domain exemption on the ELPAC (i.e. exempt from reading domain because Triennial assessment shows visual processing deficits that interfere with reading).
- (Procedure) MSA-1 will produce a survey for Special Education Families to gain stakeholder feedback about our program, the assessment process, and supports. MSA-1 will revise the stakeholder survey to include specific questions about tiers of intervention support. Questions on the current survey were deemed to be general "Do you feel engaged in your classes?" and "Do you attend tutoring when you need help?" and not specific to tiers of intervention like "If you were enrolled in a POWER class, did your reading skills improve?"

Describe how the policies, practices, and/or procedures have been or will be publicly shared (e.g., School Board meeting minutes, posting on LEA website).

Magnolia Public Schools uses Board on Track, a Web-based system that provides a means for immediately publishing and revising Board meeting agenda items, support documents, policies and procedures. This innovative system allows the administration to quickly and easily create, approve and track agenda items and other correspondence.

All Magnolia Public Schools policies and procedures are shared, voted upon and approved publicly at our Board Meetings, posted on our LEA Website or in special cases, made available to stakeholders when needed or upon request.

Describe how the policies, practices, and/or procedures have been or will be internally disseminated and implemented.

Magnolia has a strong interdisciplinary team of educational professionals working with the MPS board of directors to design, develop, implement and monitor all policies and procedures throughout Magnolia schools. These teams provide instruction for program implementation, guidance, support and monitoring to ensure smooth operations. All policies must be reviewed by the C-Team (Chief Team, i.e. Chief Financial Officer, Chief Operations Officer, Chief Executive Officer, etc.), then presented and voted upon by the members of the MPS School Board.

Magnolia Public/ Charter Schools are provided guidance and support through collaboration with our home office team in the following areas:

Accountability Team - The Accountability team measures the academic results of the organization against the established goals in the organization's charter, accountability plan and annual LCAP goals. The accountability team takes the lead with regard to any policy changes, updates or amendments. The policy reviews/ changes are presented and disseminated among the school site teams inclusive of all stakeholders, presented to school leadership teams, presented to C Team, reviewed by legal team and auditors and presented to the MPS board for approval. Implementation is done at all levels of management inclusive of schools, home office team and administrative team.

Academic Team - The Academic Team Supports all 10 MPS schools in developing and aligning curriculum and instruction with state standards and CDE mandates. This team provides curricular, implementation, guidance and support to all educational faculty and staff.

Fiscal Services Team - The Fiscal team monitors budgetary processes and measures the financial expenditures against budgeted goals. The team oversees the 10 charter schools' finances to balance revenues and expenditures.

Operations Team - This team supports schools by handling non-instructional support for schools, such as human resources, student and parent services, transportation, food services, emergency readiness, field trip procedures, state and local compliance, and any task requiring significant logistical support.

Facilities and Legal - Ensures safe and cost effective facilities, reviews all budgetary items, addresses legal and compliance concerns.

Communications Department - This team creates and manages organizational branding across MPS social media platforms to support the MPS Mission, Vision, Goals and Strategic plan. The marketing and communications members work to secure philanthropic support, and create social media campaigns around specific events, programs and initiatives. This team works to increase student enrollment.

CEO Department - Provides fiscal oversight and compliance support for all 10 schools, all CMO departments and services as a liaison between the schools, the public and all stakeholders, districts, authorizers and the state of California.

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Note: Any actions tied to this review that are not completed should be included in section 3.2.

2.4 Complete Reflective Data Analysis:

Note: This analysis should provide information that will connect and validate the selected root causes, target populations, measurable outcomes and related activities reported in 2.5, 3.1, and 3.2.

Briefly describe the LEA (e.g., demographics, culture, history of significant disproportionality).

MSA-1 is a charter school located in Reseda, CA. MSA-1 is a STEAM school, whose mission is to provide a college preparatory educational program emphasizing Science, Technology, Engineering, Arts and Math in a safe environment that cultivates respect for self and others. According to our annual stakeholder survey, parents and students choose the school for its family atmosphere, open door policies, and smaller size (as compared to public, LAUSD district schools of residence). MSA-1 offers a fully inclusive Special Education program with RSP support; therefore, 100% of our students are placed in the least restrictive environment.

We have no previous history of significant disproportionality. In the 2020-21 school year, MSA-1's demographics are as follows:

- 708 students enrolled in grades 6-12; 341 Students are female, 367 Students are Male.
- 4 students attending are Black (.56%), 639 are Hispanic (90.3%), 27 are White (3.8%), 38 are Asian (5.4%)
- 109 students in the total population qualify for special education services as students with disabilities (SWD).
- The classification rates of students with LD, ED, and SI are as follows:
 - 85/105 Hispanic students with disabilities are classified as having a LD (81%)
- MSA-1 has no students who are classified with Emotional Disturbance

In some ways, our initiative of a multi-tiered system of intervention seems to be working to prevent students from the general education population from being referred to special education. For instance, from the 18/19 school year through the 20/21 school year, 13 students were referred to special education and only 2 students qualified for special education services. Only 1 of those 2 students qualified for services under SLD through a comprehensive psychoeducational assessment. In our multi-tiered system of intervention initiative, intensive, tier two supports include POWER classes and Saturday School. Of the over 100 students

enrolled in POWER classes due to deficits in reading or math skills (and based on their MAP scores which are used to track student progress) over the course of these 3 years, only 1 student has qualified for special education under SLD. However, we determined that there is room for improvement in our Multi-Tiered System of intervention for our general education students; to elaborate, in our analysis we discussed how strengthening our instructional practices would impact our students directly and our focus should be on the research-based strategies of Universal Design for Learning and Project Based Learning.

Second, we also examined our disproportionate Hispanic/SLD population in relation to our Illuminate Education platform. Illuminate, our Student Information System, tags and tracks our dually identified students (i.e. they are EL students and also a student with a disability), and it also houses NWEA, SBAC, and ELPAC testing information.. We reflected our use of this platform to help general education teachers to identify students who need additional support, and determined that we might improve upon our use of this system by helping us to ensure students who are new to school and are designated EL or LTEL students have had a thorough record review by a qualified, designated staff member, and the information has been shared with teachers and support staff. This record review would impact our English Learner population because it would ensure that students who needed more intensive or targeted support were programmed into appropriate programs/classes at the onset of the school year, and it would impact our special education population because it would allow us the opportunity to determine if any students who have met their goals, sustained good grades for a full academic year might be classified as "no longer eligible" for special education services. Finally, a file review would allow us to disseminate important student performance data to our staff who use this data to inform their classroom instruction and implementation of UDL (universal design for learning).

Fill in the following table to indicate the tools/strategies used to gather relevant data, the process used to analyze the data, and the findings from each data source.

| Focus | Tool/Strategy | Process | Findings |
|-------------|---------------------|--|--|
| Qualitative | Stakeholder Surveys | Each year, MSA-1 administers a stakeholder survey to students, parents, and staff. Families provide feedback regarding the curriculum, accessibility to programs, teacher/admin procedures and protocols. We reviewed qualitative feedback from stakeholders in the following areas: Climate of Support in Academic Learning, Discipline/Rules/Norms, Safety, Sense of Belonging (School Connectedness). | <ul style="list-style-type: none"> • In 20-21 (our year of distance Learning) 80% of our students were satisfied with the climate of support in Academic Learning; Only 60% of our students felt a strong sense of belonging at our campus • Comments included: "Most teachers go out of their way to help students..." and "Everyone is treated fairly." • Stakeholder survey included the opportunity for staff to report how SPED dept. supported them; However, it did not include questions to parents about whether or not supports and interventions were accessible to students. Questions about support were general (i.e. Does your child attend tutoring for support?). We noted that questions specific to supports (i.e. Does your child participate in a POWER Class? if so, has their reading improved?) could help us to understand student and parent perception of available academic supports for our struggling students. |

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| <p>EL Master Plan</p> | <p>Each year, our Director of EL and ELA Programs presents a Professional Development regarding changes to the EL Master Plan at our beginning of the year inservice. She reviews the plan and delineates how support for LTEL students, EL students, and Initial students is provided Magnolia Wide. Individual school sites implement this plan. During this Disproportionality review, our team reviewed this plan and discussed how it serves our EL student population as this is the most at-risk population. Our controlling questions for these discussions were: Do we implement this plan with fidelity? What are the ways we can improve the implementation of EL support for our struggling students? Do we have any school site policies or procedures that support/ negate this plan?</p> | <ul style="list-style-type: none"> • MSA-1 enrolls any student who scores a 1 or 2 on the ELPAC into a support class (POWER Class) for language support. This POWER class provides an additional period of Designated ELD to these students. • Our campus implements approved, integrated and designated ELD curriculum with fidelity in its ELA classes. This comprehensive ELD curriculum ensures that all students, regardless of EL level, are receiving both integrated and designated ELD instruction as is required. • Teachers in all core classes provide Integrated ELD through the use of the CHATS framework and SDAIE strategies to support all students in their instruction (Tier 1 support) |
| <p>Review of Multi-Tiered System of Support</p> | <p>MSA-1 does utilize an RTI model of support for students who are struggling and are at risk of developing a discrepancy that could qualify them for SLD or trigger a referral to special education; Our team reviewed the Tier 1 supports implemented and evaluated in our classrooms (CHATS framework, UDL); Tier 2 Supports (POWER Classes); and Tier 3 Supports (SSPT plans)</p> | <ul style="list-style-type: none"> • We observed that referrals to Special Education often happen when a student is in Tier 1 support and are often parent led. They should be happening at the Tier 3 level of support so we found that this might potentially contribute to our disproportionality because we need to make sure a student is being given all tiers of support before referral to Special Education |

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| <p>Quantitative</p> | <p>NYU Steinhardt Workbook</p> | <p>By reviewing student IEP's in SEIS, student demographic information, and district demographic information and using the formulas included in the NYU workbook</p> | <ul style="list-style-type: none"> We have disproportionality in Element 10 the number of Hispanic students who are eligible for special education services under SLD. |
| <p>CALPADS Reports; SEIS Plan reports</p> | <p>Reviewed the number of students who were referred to Special Education, evaluated with a comprehensive psycho-educational assessment, and qualified under SLD</p> | <ul style="list-style-type: none"> Our disproportionality is not a result of over-identification of Hispanic students as SLD when they are referred to special education for comprehensive assessment at MSA-1. The students we have who are Hispanic SLD were assessed and determined eligible at other LEA's prior to their enrollment at MSA-1. From the 18/19 school year through the 20/21 school year, 13 students were referred to special education and only 2 students qualified for special education services. Only 1 of those 2 students qualified for services under SLD. | <ul style="list-style-type: none"> Our disproportionality is not a result of over-identification of Hispanic students as SLD when they are referred to special education for comprehensive assessment at MSA-1. The students we have who are Hispanic SLD were assessed and determined eligible at other LEA's prior to their enrollment at MSA-1. From the 18/19 school year through the 20/21 school year, 13 students were referred to special education and only 2 students qualified for special education services. Only 1 of those 2 students qualified for services under SLD. |
| <p>ELPAC Scores for dually identified students (EL and Disabilities) 2019-2021.</p> | <p>We could not gather ELPAC data from 2019/20 school year due to the impact of the COVID-19 pandemic and subsequent school closures, as well as changes to the ELPAC requirements due to the pandemic; Therefore, we evaluated ELPAC data from the 2019 through 2021 Data. We looked specifically at students who were dually identified as EL and Students with Disabilities; we examined whether or not they</p> | <ul style="list-style-type: none"> Students who are dually identified as EL and as a Student with a Disability consistently scored lowest in the area of Reading Our most current data shows that 67 students are dually identified as English Learners and as a Student with a Disability Based on our most current data, 5/67 students who are dually identified as EL and a Student with a Disability reclassified on their most | <ul style="list-style-type: none"> Students who are dually identified as EL and as a Student with a Disability consistently scored lowest in the area of Reading Our most current data shows that 67 students are dually identified as English Learners and as a Student with a Disability Based on our most current data, 5/67 students who are dually identified as EL and a Student with a Disability reclassified on their most |

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| | | <p>progressed on the ELPAC or reclassified. We also looked at their four domains to examine progress in the areas of listening, speaking, reading, and writing.</p> | <p>recent ELPAC; 35/67 students who are dually identified improved their overall score since their last ELPAC.</p> |
|--|--|---|--|

Identify who was involved in the discussions about the data analysis. Briefly summarize the **prioritized** findings of the data analysis (including trends and patterns).

MSA-1's data in the NYU Steinhardt Assessment tool was gathered by Lori Morley, our SPED Coordinator from 2016-2021 and Acting Dean of Students for MSA-1. During team meetings, Lori Morley was joined by Erdinc Acar (Chief Academic Officer), Mustafa Sahin (then Principal of MSA-1), Dr. Artis Callaham (Director of Special Education and Support Services), Traci Lewin (Director of Math Programs), Katie Mann (Director of EL and ELA Programs), Chelsi Bisbey (RSP Teacher; SPED Coordinator 20-21 School Year), Brad Plonka (Principal 21-22, MSA-1), Azniv Fotolyan (Dean of Academics, MSA-1) and Dr. Dennis Doyle (Technical Assistance Facilitator). Together we reviewed and disaggregated the data included in our demographic information and assessment outcomes, and we noted several trends and observations.

First, in examining our data in the NYU Steinhardt Assessment tool, we validated consecutive year risk ratios that showed significant disproportionality exists in the number of Hispanic students MSA-1 also has as eligible under SLD in special education. In brief, Hispanic students make up 90.3% of the district population and make up 96.3% of students in the district classified as having a disability. Additionally, of Hispanic Students with disabilities, 81% are classified as having a learning disability.

Additionally, our team also looked at individual IEPs for students who are dually identified as a Student with a Disability and an English Learner, ELPAC data from 2019 through 2021, stakeholder surveys, and individual student records. Our team also noted that students who were dually identified as both EL and SWD had a low rate of reclassification from year to year on the ELPAC. The lowest scores achieved by students who were dually identified as EL and as a Student with a Disability on the ELPAC were in the area of reading.

The team also realized that we only identified one Latinx student with a Specific Learning Disability in our school, over the period of 2019 through 2021. We reviewed practices and policies to determine how we could better serve our students. The team highlighted the fact that SLD is the one area where students are deemed to be "no longer eligible" once they have achieved sustained grade/age level performance. We reviewed LACOE and LAUSD's trends in exiting students from Special Education. We found promising reintegration practices and policies in those LEAs that the team plans to incorporate into our MPS practices. The following information will be incorporated into our policies and practices as a result of this CCEIS plan. Our program will be redesigned to independently accommodate for processing area deficits, fully integrate into the general education program and ensure that exiting special education when appropriate for the student will be achieved.

Additional discussions took place regarding our Dually Identified students. Students who are in SPED and have a disability that is adversely impacting their ability to function in a processing area that indicates clear alignment with the area on the ELPAC where they are having difficulty demonstrating mastery. If the team established the appropriate criteria and reviewed the psych files, Dually Identified students may be able to reclassify as Redesignated English Language Proficient (RFEP) at a higher rate. This may in turn increase their self esteem and motivation to improve academically. In the 20-21 school year, 28 students were dually identified in our middle school Students with Disabilities population, and 48 students were dually identified in our high

school students with disabilities population.

Note: *This is a narrative description of the data analysis and findings. Additional charts and tables are not needed.*

2.5 Determine Root Cause(s) Based on Data

Describe the identified Root Cause(s) of disproportionality and briefly reference the data that supports the root cause(s).

Note: Root causes of disproportionality include an intersection between beliefs and practices and should describe an identified LEA gap or deficiency that will be addressed by the LEA.

| Root Cause | Describe the Data Source(s) that Supports the Root Cause |
|--|---|
| <p>When language development is not supported through instruction, the discrepancy that qualifies a student for a Specific Learning Disability continues to impact the number of Hispanic students who qualify for special education under the eligibility of SLD.</p> | <ul style="list-style-type: none"> ● ELPAC Reports reveal that the reclassification rate of students who are dually identified as a student with a disability and also, an EL student is 7.46%, compared to the full EL population of MSA-1 which has a 10.4% reclassification rate. Our school-wide RFEP rate is above the state's RFEP rate, which is at 8.6%, but our dually-identified population falls below the state average. Only 52% of our students improved their ELPAC scores from 2019 to 2021. Below average reclassification rates keep students with disabilities dually identified as EL/SWD, and this may affect the number of Hispanic students who continue to be eligible as a student with a SLD. ● Our dually identified Students who are both an EL Student and a Student with a Disability generally improve from year to year on the ELPAC (which suggests their English proficiency is developing), but they struggle to reclassify (which suggests they are not English Proficient in the academic setting). When students remain dually identified as EL and Specific Learning Disabled it may or may not indicate their language development is not adequately supported or accounted for in our instruction or systems of intervention (i.e. POWER Classes, Saturday School, Tutoring, SSPTs). |

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| | <ul style="list-style-type: none"> SEIS IEP Student Files reveal that students with disabilities are able to be exempt from one domain of the ELPAC and that MSA-1 does not have criteria outlined for how to evaluate whether or not a student might qualify for an exemption from the reading/writing sections (esp. when the student's identified Specific Learning Disability (SLD) is shown to impact the student's ability to read). |
| <p>Some of the students identified as SLD who are English Language Learners, did not have an assessment completed in their primary language to rule out language acquisition as the primary cause for students' performance.</p> | <p>Cumulative Reviews indicated evidence that there was not an assessment in the students' primary language in some cases, prior to determining SLD eligibility. Our bilingual psychologist assesses these students to determine if the assessments were valid because we find that previous institutions do not always assess students in the appropriate language.</p> |
| <p>Lack of criteria and lack of a process for exiting special education.</p> | <p>Cumulative Review - 0% of our students with SLD had their academic progress monitored and reviewed to determine if they are on grade level and have demonstrated this performance over a designated length of time. In reviewing our SPED Compliance Guidelines, we realized we did not have a process for systematically reviewing students to transition out of SPED, nor did we have an established criteria for exiting students.</p> |

PHASE THREE: PLAN FOR IMPROVEMENT
Find instructions for this phase at
<https://spptap.org/phase-iii-plan-for-improvement/>

3.1 Identify Target Population

Note: For more information about how to identify the target population, see the Target Population Flow Chart on the [CCEIS Padlet](#).

IDEA funds reserved for CCEIS are for students in the LEA, particularly, but not exclusively, students from those groups that were “significantly over identified” who need additional support to be successful in the general education environment.

LEAs may not limit CCEIS solely to students of the racial or ethnic group for which the LEA is significantly disproportionate.

Complete the tables on the next page using estimates from current student data.

The estimated student numbers:

- Must be greater than zero
- Must represent the students expected to receive CCEIS services
- Cannot equal the number of all students
- Cannot be exclusively students with disabilities

Actual numbers of targeted students served will be provided on the Quarterly Progress Reports.

| Students Currently <u>Not</u> Identified as Needing Special Education 2021 CCEIS Service Period: July 1, 2021 to September 30, 2023 | | |
|--|---|--|
| Report Periods | Description of Targeted Student Population | Number of Students Currently <u>Not</u> Identified as Needing Special Education Receiving CCEIS Initiatives |
| First 12 months: 7/1/2021 to 6/30/2022 | 6th grade students who are English Language Learners (including Long Term English Learners and students At Risk of becoming LTEL) who had not met proficiency levels on the ELPAC prior to enrollment, and are performing at least one year below grade expectancy in Reading and/or Mathematics. | 15 |
| Second 12 months: 7/1/2022 to 6/30/2023 | 6th grade students who are English Language Learners (including Long Term English Learners and students At Risk of becoming LTEL) who had not met proficiency levels on the ELPAC prior to enrollment, and are performing at least one year below grade expectancy in Reading and/or Mathematics. | 15 |
| Last 3 months: 7/1/2023 to 9/30/2023 | 6th grade students who are English Language Learners (including Long Term English Learners and students At Risk of becoming LTEL) who had not met proficiency levels on the ELPAC prior to enrollment, and are performing at least one year below grade expectancy in Reading and/or Mathematics. | 15 |
| Total Target Students to be served during this 27-month period (<i>non-duplicative count</i>) | | 15 |

| |
|--|
| Students <u>Currently Identified</u> as Needing Special Education 2021 CCEIS Service Period: July 1, 2021 to September 30, 2023 |
|--|

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| Time Periods | Description of Targeted Student Population | Number of Students <u>Currently Identified</u> as Needing Special Education Receiving CCEIS Initiatives |
|---|--|---|
| First 12 months: 7/1/2021 to 6/30/2022 | N/A Students not currently identified as needing special education | N/A |
| Second 12 months: 7/1/2022 to 6/30/2023 | N/A | N/A |
| Last 3 months: 7/1/2023 to 9/30/2023 | N/A | N/A |
| Total Target Students to be served during this 27-month period (non-duplicative count) | | N/A |

3.2 Develop Programmatic Improvement Action Plan

Complete information below for each measurable outcome. (You may cut and paste empty tables for additional outcomes and related activities. You may also add more rows to the activities table).

| Measurable Outcome # 1 | Indicator(s) | Root Causes | Target Population |
|--|---------------------|---|---|
| By September 30, 2023, MSA-1 will develop and implement a procedure for reviewing 100% of incoming 6th grade student files who are dually identified EL and Students with Disabilities in order to determine previous services provided and to make informed decisions regarding the most impactful services for each student. | 10 | Some of the students identified as SLD who are English Language Learners, did not have an assessment completed in their primary language to rule out language acquisition as the primary cause for students' performance. | 6th grade students who are English Language Learners (including Long Term English Learners and students At Risk of becoming LTEL) who had not met proficiency levels on the ELPAC prior to enrollment, and are performing at least one year below grade expectancy in Reading and/or Mathematics. |

| Activity | Staff Responsible for Implementation and Monitoring | Timeline | Data Sources/ Methods for Evaluating Progress | Funding Sources and Types of Expenditures |
|---|--|---|--|--|
| Activity 1.1: Designated Special Education, school site EL Coordinator, and Title 1 staff will conduct a file review of student cumulative files. | EL Coordinator and Title 1 Staff | 30 days from receipt of Cumulative File | Cumulative File Review Document | Title I, General Fund |

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| Activity 1.2: EL and Title 1 Coordinators will work with Deans of Academics to enroll students into the appropriate EL services. | EL and Title 1 Coordinators and Dean of Academics | Within 30 Days from the start of the school year | CALPADS data and Infinite Campus Schedule Reviews | Title 1 funds, General Fund |
| Activity 1.3: After review of incoming student IEP's, designated SPED staff will determine students who require a primary language, psycho-educational assessment and will generate an Assessment Plan for students to receive an evaluation, and the results will be presented or shared at an amendment, 30 day, annual, or triennial meeting. | Designated SPED staff | Within 60 days from receipt of the Signed Assessment Plan | IEP, CALPADS data, SEIS student files | SPED funding and General fund |

| Measurable Outcome # 2 | Indicator(s) | Root Causes | Target Population |
|--|--------------|---|---|
| By June 2022, MSA-1 will establish a procedure for exiting students from Special Education along with a process for continued progress monitoring. The procedure will be added to our compliance manual so that if students meet a defined set of criteria sustained for a meaningful period of time, they may be determined "no longer eligible" for special education. | 10 | Lack of criteria and lack of a process for exiting special education. | 6th grade students who are English Language Learners (including Long Term English Learners and students At Risk of becoming LTEL) who had not met proficiency levels on the ELPAC prior to enrollment, and are performing at least one year below grade expectancy in Reading and/or Mathematics. |

| Activity | Staff Responsible for Implementation and Monitoring | Timeline | Data Sources/ Methods for Evaluating Progress | Funding Sources and Types of Expenditures |
|----------|---|----------|---|---|
| | | | | |

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|--|---|--------------|--|-------------------------------|
| Activity 2.1: Revise our policies and procedures in MPS Uniform Compliance Guide for Special Education and obtain Board Approval for updated policies by June 2022. | Director of Special Education and Support Services | by June 2022 | MPS Uniform Compliance Guide for Special Education | SPED Funding and General Fund |
| Activity 2.2: Establish criteria for a student to be determined "no longer eligible" for SPED services. (i.e. Goal achievement, student consistently functioning at or above grade level academically) | Director of Special Education and Support Services, MSA-1 SPED team | by Jan 2022 | MPS Uniform Compliance Guide for Special Education | SPED Funding and General Fund |
| Activity 2.3: Implement the use of criteria for a student to be determined "no longer eligible" for special education services at MSA-1's school site. | Special Education Staff | by Jan 2022 | MPS Uniform Compliance Guide for Special Education and Student IEP's | SPED Funding and General Fund |

| Measurable Outcome # 3 | Indicator(s) | Root Causes | Target Population |
|--|--------------|---|---|
| By June of 2023, MSA 1 faculty will receive at least ten (10) hours of professional development centered on MTSS - UDL (Universal Design for Learning) focused on ELD Instruction. | 10 | When language development is not supported through instruction, the discrepancy that qualifies a student for a Specific Learning Disability continues to impact the number of Hispanic students who qualify for special education under the eligibility of SLD. | 6th grade students who are English Language Learners (including Long Term English Learners and students At Risk of becoming LTEL) who had not met proficiency levels on the ELPAC prior to enrollment, and are performing at least one year below grade expectancy in Reading and/or Mathematics. |

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| Activity | Staff Responsible for Implementation and Monitoring | Timeline | Data Sources/ Methods for Evaluating Progress | Funding Sources and Types of Expenditures |
|--|---|--------------|---|---|
| Activity 3.1: By June of 2022, MPS 1 Faculty will receive a minimum of four (4) hours of professional development centered on (I Excel) IXL Math and ELA program implementation with pathways to meet needs of EL students. | Vice Principal and Deans of Academics organize and facilitate PD on MSA-1 Campus; Staff attends | by June 2022 | Meeting Agenda and Attendance Roster; Coaching sessions and classroom observations by Deans of Academics. | CCEIS Funding; ELOG Funding |
| Activity 3.2: By June of 2022, MSA 1 faculty will receive a minimum of four (4) hours of professional development centered on Project Based Learning (PBL) with an emphasis on hands-on learning and language acquisition for EL students. | Vice Principal and Deans of Academics organize and facilitate PD on MSA-1 Campus; Staff attends | by June 2022 | Meeting Agenda and Attendance Roster; Coaching sessions and classroom observations by Deans of Academics. | CCEIS Funding ELOG Funding |

| Measurable Outcome # 4 | Indicator(s) | Root Causes | Target Population |
|---|--------------|---|--|
| By September of 2023 our Target Population, the MSA-1/15 Team , will meet their individual academic growth targets on the NWEA MAP test in the areas of Reading and Mathematics and 75% of our target population students will advance by one level on the ELPAC assessment. | 10 | When language development is not supported through instruction, the discrepancy that qualifies a student for a Specific Learning Disability continues to impact the number of Hispanic students | 6th grade students who are English Language Learners (including Long Term English Learners and students At Risk of becoming LTEL) who had not met proficiency levels on the ELPAC prior to enrollment, and are |

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| | who qualify for special education under the eligibility of SLD. | performing at least one year below grade expectancy in Reading and/or Mathematics. |
|--|---|--|

| Activity | Staff Responsible for Implementation and Monitoring | Timeline | Data Sources/ Methods for Evaluating Progress | Funding Sources and Types of Expenditures |
|---|---|------------------------------|--|---|
| Activity 4.1: Identify and provide a stipend for a CCEIS Coordinator to facilitate the supports provided to our target population, the MSA-1/15 Team. | CCEIS Coordinator | January 2022 | Personnel Action Form | CCEIS Funding |
| Activity 4.2: Develop Individual Portfolios for each MSA-1/15 student to ensure progress monitoring and implementation of supports. | CCEIS Coordinator | Monthly | Portfolios for MSA 1/15 | CCEIS Funding |
| Activity 4.3: Collect and disaggregate baseline data for MSA-1/15 students; Conduct data collection for MSA-1/15 students to include NWEA MAP scores, ELPAC Scores, and Grades. Achievement data will be presented by the students of MSA-1/15 to their parents with teacher facilitation (i.e. student-led conferences). | CCEIS Coordinator, Title I and EL Coordinator | Monthly | NWEA MAP Results, LPAC Scores, Grades Infinite Campus SIS System | CCEIS Funding |
| Activity 4.4: Provide small group instruction for MSA1/15 students who are not meeting progress monitoring benchmarks. Support instruction would be offered one time a week during SSR period until benchmarks are met. | CCEIS Coordinator | Weekly during one SSR Period | NWEA MAP Results, Grades, Infinite Campus SIS System | CCEIS Funding |

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Note: *Information described in the Measurable Outcomes and Activities will be monitored through quarterly progress reporting.*

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3.3 Complete Budget Forms

Complete both budget forms embedded below.

Budget Form 1: 2021 BUDGET ALLOCATION

Provide the Fiscal Year 2020–21 allocation awarded for Resource Codes 3310 and 3315:

| 2020 Resource 3310 Allocation | 2020 Resource 3315 Allocation |
|-------------------------------|-------------------------------|
| \$85,970.00 | \$0 |

Provide the Fiscal Year 2021–22 allocation awarded for Resource Codes 3310 and 3315: Provide the 2021 allocations the SELPA provided to the identified LEA for resource codes 3310 and 3315. The 15 percent set-aside for CCEIS expenditures will be determined from these two resource codes.

| 2021 Resource 3310 Allocation | 2021 Resource 3315 Allocation |
|-------------------------------|-------------------------------|
| \$89,625.00 | \$0 |

In the box below, indicate the 15 percent set aside for each of the Fiscal Year 2021–22 allocations the LEA was awarded for resource codes 3310 and 3315:

| 2021 CCEIS Resource 3312 3312 = 15% of 3310 | | 2021 CCEIS Resource 3318 3318 = 15% of 3315 | | Total 2021 CCEIS Budget (3312 plus 3318) |
|--|------|--|--------|---|
| \$13,443.75 | plus | \$0 | equals | \$13,443.75 |

The above 15 percent set-aside amounts will be the 2021-22 CCEIS allocations for resource codes 3310 (CEIS Resource Code 3312) and 3315 (CEIS Resource 3318) and should be expended and reported accurately in quarterly CCEIS Progress and Expenditure Reports. **Please use the Total 2021 CCEIS Budget indicated above to complete the 2021 Allowable Costs Budget form on the next page.**

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Budget Form 2: 2021 ALLOWABLE COSTS BUDGET

Complete the table below to reflect the **Total 2021 CCEIS Budget** as reported on the 2021 Budget Allocation. CCEIS expenses for 2021 must conform to the U.S. Office of Special Education Programs (OSEP) IDEA Part B Regulations Significant Disproportionality (Equity in IDEA). For detailed allowable CCEIS expenditures, please refer specifically to Questions C-3-1 through C-3-10, pages 19 through 24, on the U.S. Department of Education Web page at <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/significant-disproportionality-qa-2-23-17.pdf>.

The 2021 CCEIS period is July 1, 2021, through September 30, 2023. The CCEIS 15 percent set-aside must be fully expended by September 30, 2023.

| 2021 Budget Line Items | Brief Description of 2021 CCEIS Activities | Amount for each CCEIS Activity |
|---|--|-----------------------------------|
| 1000–Certified Salaries | | \$ |
| 2000–Classified Salaries | CCEIS Coordinator will provide Facilitation, guidance and support to ensure the CCEIS plan is carried out. | \$3,000.00 |
| 3000–Employee Benefits | | \$ |
| 4000–Materials and Supplies | Software for virtual portfolios Student accounts (ex: Proud to be Primary) | \$4,243.75 |
| 5000–Services and Other Operating Costs | | \$3,000 |
| 5100 Contract Services (ICR cannot be used for Object Code 5100) | | \$ |
| 5800 Contract Services | | \$3,200 |
| 7300–Indirect Cost Rate (ICR) CDE-approved rate of ____ percent) | | \$ |
| Total Amount for 2021 CCEIS Activities. The amount must equal the Total 2021 CCEIS Budget as indicated on the 2020 Budget Allocation Summary. | | \$13,443.75 |

Signature of fiscal/business agents validate the accuracy of the information reported:

| | |
|---|---|
| LEA Business Fiscal Officer (Print Name & Signature) Harun Ciftci <i>Harun Ciftci</i> | Date Signed: Sep 30, 2021 Contact Phone: 213-628-3634 |
| SELPA Business Fiscal Officer (Print Name & Signature) Erin Finnell <i>Erin Finnell</i> | Date Signed: Sep 30, 2021 Contact Phone:(530) 295-2486 |

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Note: *This budget will be revised after actual allocations are finalized. The form for documenting revisions to the budget is a standalone document available on the [CCEIS Padlet](#).*

PHASE FOUR: IMPLEMENTING, EVALUATING AND SUSTAINING
Find instructions for this phase at
[HTTPS://SPPTAP.ORG/PHASE-IV-IMPLEMENTING-EVALUATING-AND-SUSTAINING/](https://spptap.org/phase-iv-implementing-evaluating-and-sustaining/)

4.1 Implement Programmatic Improvement Action Plan

List staff responsible for oversight of CCEIS activities (including submission of Progress Report and Quarterly Expenditure Reporting Forms). If these are submitted from different departments (such as business and program), two individuals may be identified.

| Staff Name | Reports to Submit | Email |
|-------------------|---|-----------------------------------|
| Brad Plonka | <input type="checkbox"/> Progress Reports <input type="checkbox"/> Expenditure Reports <input checked="" type="checkbox"/> Both Reports | bplonka@magnoliapublicschools.org |
| CCEIS Coordinator | <input checked="" type="checkbox"/> Progress Reports <input type="checkbox"/> Expenditure Reports <input type="checkbox"/> Both Reports | ??????????? |

4.2 Evaluate Effectiveness

| |
|---|
| <p>Describe the <u>process</u> for ongoing collection and analysis of data related to the measurable outcomes outlined in the Programmatic Improvement Action Plan. This includes tracking of target students, sending out feedback surveys, gathering and sharing data with stakeholders, and adapting the action plan based on data.</p> |
| <p>MSA-1 will complete an ongoing collection and analysis of data related to the measurable outcomes outlined in the Programmatic Improvement Action Plan.</p> <p>Measurable Outcome 1: Data will be collected by designated staff from student cumulative files. Data will include previous transcripts, student disciplinary reports, ELPAC scores, IEPs, and any additional records included in student files. Collection and analysis of data will occur within 30 days of receipt of the student’s cumulative file. Data will be shared by designated staff with CCEIS Coordinator, deans of academics, special education staff, and EL/Title 1 Staff. Compliance will be monitored by administration at the school site level.</p> <p>Measurable Outcome 2: Data will be collected by designated special education staff from Student IEPs at a school site level to determine if students need additional assessment or may be determined no longer eligible for special education services. Implementation of the criteria for file review will be ongoing, and progress toward being determined “no longer</p> |

eligible” for special education services will occur quarterly (using IEP progress reports), annually (at the time of IEP annual reviews), and triennially (at the time of comprehensive assessment). At a District, Magnolia-wide level, information from MPS’s Uniform Compliance Guide will be revised and shared with stakeholders, approved by the School Board and publicly communicated on our district web-site and at appropriate school meetings.

Measurable Outcome 3: Data regarding MSA-1’s offering of professional development and staff attendance to professional development will be collected each time PD is held using an agenda or attendance sheet. Compliance and progress of implementation of UDL and PBL will be monitored by Deans of Academics during instructional classroom observations (monthly) and informal/formal evaluations (twice per semester).

Measurable Outcome 4: Math and English Departments at the MSA-1 School site will administer MAP testing In the Fall and Spring (with an optional Winter administration). Data will be collected by the CCEIS Coordinator after administration of those assessments. ELPAC data will also be collected after its administration to students at the end of the academic school year when score reports become available. CCEIS coordinator will also monitor grades monthly, and share information with parents/families in student led conferences on a quarterly basis.

On a quarterly basis, our stakeholder group will consider when we need additional input and feedback through our stakeholder survey and interviews as appropriate. The Programmatic Improvement Action Plan will be revised as data informs outcomes.

4.3 Build Supports and Sustainability

Describe the process for adding support for sustainability of CCEIS activities that demonstrate success in reducing disproportionality. Consider LCFF/LCAP, blended funding, grant writing, and other funding sources.

Every aspect of the MSA-1 CCEIS Plan has been designed to sustain the activities in the plan and more broadly to support continuous improvement both for MSA-1 and all schools in the Magnolia Public Schools Science Academy network. The process to add formal policies, practices and procedures that are revised on an annual basis is overseen by the Accountability Department that ensures ongoing monitoring - in particular to reduce disproportionality.

The goal is to institutionalize all practices and to take them to scale. LCFF/LCAP funding will be prioritized to address gaps from an equity perspective targeting students who are furthest from receiving equitable outcomes.

Assessments will be continuously monitored through file reviews to ensure that they are linguistically and culturally appropriate.

MSA-1 will seek additional funding and grants to ensure that needed professional development is provided moving forward and current funding will be re-purposed to address root causes through blended initiatives including LCAP, Title I and other external support opportunities.

4.4 Complete and Submit SPP-TAP Feedback survey

List staff responsible for completing and submitting survey provided by SPP-TAP at the end of the CCEIS period.

| Staff Name | Title | LEA/Agency | Email |
|----------------|---------------------------------|------------|--------------------------------------|
| Brad Plonka | Principal | MSA 1 | bplonka@magnoliapublicschools.org |
| Artis Callaham | Dir., SPED and Support Services | MPS | amcallaham@magnoliapublicschools.org |

California Department of Education
 Special Education Division

Significant Disproportionality
 CCEIS Plan

CCEIS Plan Signatures

By signing below, the authorized personnel validate the accuracy of the information reported and agree to implement the CCEIS Plan.

| Printed Name and Signature | Date |
|---|---|
| Alfredo Rubalcava , Superintendent and CEO <div style="text-align: center;"><i>Alfredo Rubalcava</i></div> <hr/> LEA Superintendent | 9/28/2021 |
| Artis M. Callaham Ed.D., Director SPED and Support SVCS <div style="text-align: center;"><i>Artis M. Callaham Ed.D.</i></div> <hr/> Special Education Director | Sep 29, 2021 <small>Artis M. Callaham Ed.D. (Sep 29, 2021 15:32 PDT)</small> |
| Sandra Covarrubias, MPS Board Chairperson <div style="text-align: center;"><i>[Signature]</i></div> <hr/> School Board Chairperson | 9/29/2021 |
| Ginese Quann, El Dorado SELPA Director <div style="text-align: center;"><i>Ginese Quann</i></div> <hr/> SELPA Director | Sep 30, 2021 |
| Harun Ciftci Interim Chief Financial Officer <div style="text-align: center;"><i>Harun Ciftci</i></div> | Sep 30, 2021 |





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Final Audit Report

2021-09-30

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| By: | Jenny Obuchi (jobuchi@magnoliapublicschools.org) |
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Final Audit Report

2021-09-30

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| Status: | Signed |
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