Magnolia Public Schools

Regular Board Meeting

Date and Time
Thursday October 28, 2021 at 6:00 PM PDT

Location
https://zoom.us/j/93228525123?pwd=ejArd0FlRnBwdGJWYWlpUXRvazNVQT09
Meeting ID: 932 2852 5123 **Passcode:** 401318
One tap mobile: +16699009128,,93228525123# 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			**6:00 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 Special Board Meeting - October 7, 2021	Approve Minutes		1 m
G. Approval of Minutes from MPS Regular Board Meeting - October 14, 2021	Approve Minutes		1 m
II. Closed Session			**6:15 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)			20 m
C. Public Employment (§ 54957)			15 m
D. Report Out of Closed Session	FYI		1 m
III. Action Items			**6:52 PM**
A. Approval of the ESSER III Expenditure Plans for All Magnolia Public Schools	Vote	D.Yilmaz	15 m
B. Approval of Comprehensive Safety Plans for Magnolia Science Academy-5 & Magnolia Science Academy-6	Vote	J.Hernandez	10 m
IV. Closing Items			**7:17 PM**
A. Adjourn Meeting	Vote		1 m

Cover Sheet

Approval of Minutes from MPS Special Board Meeting - October 7, 2021

Section: I. Opening Items
Item: F. Approval of Minutes from MPS Special Board Meeting - October 7, 2021
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Special Board Meeting on October 7, 2021

Magnolia Public Schools

Minutes

Special Board Meeting

Date and Time
Thursday October 7, 2021 at 7:00 PM

Location
https://zoom.us/j/93729789686?pwd=NW9KYnpVRTArYlR5OUZubzYyZ1Frdz09

Meeting ID: 937 2978 9686 **Passcode:** 912130
One tap mobile: +16699009128,,93729789686# 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

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 Oct 7, 2021 at 7:07 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.
M. Muhammedov seconded the motion.
The board **VOTED** unanimously to approve the motion.

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

D. Public Comments

B.Lopez, Chief External Officer acknowledged the successful vaccination clinic event held at Magnolia Science Academy-3. This provided an opportunity to serve the community.

E. Announcements from CEO & Superintendent and Board Members

A.Rubalcava, CEO & Superintendent and Board Members had no updates to give at this time.

II. Action Items

A. Board Approval of Findings to Conduct Virtual Meetings Pursuant to AB 361/Government Code Section 54953

MPS Board of Directors discussed and found that the state of emergency exists in California related to COVID-19 and the County of Los Angeles Department of Public Health currently recommends measures to promote social distancing. The Board would revisit this item as stated by the law by or before 30 days. Board Members questions were addressed by staff.
U. Yapanel made a motion to to adopt the findings relating to the ability of the Board to conduct meetings due to teleconference during the State of Emergency, in reference to AB 361/Government Code Section 54953.
D. Gonzalez seconded the motion.
The board **VOTED** unanimously to approve the motion.

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

B. Approval of Revisions to the 2021-22 Teachers and Non-Classroom Based Academic Personnel (NCBA)

S.Acar, Chief Operations Officer presented revisions made to the existing 2021-22 teachers and NCBA pay scales. Revisions were made for the betterment of teachers and support on the Independent Study options. E.Acar, Chief Academic Officer clarified how this pertained to the fluidity of Synchronous Instruction specific to Independent Study. G.Serce, Regional Director & Principal of Magnolia Science Academy-San Diego provided further feedback. H.Ciftci, Interim Chief Financial Officer outlined the financial impacts and support. Board Members questions were addressed by staff.

U. Yapanel made a motion to approve the revised 2021-22 Teachers and Non-Classroom Academic Personnel (NCBA).
S. Dikbas 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

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:29 PM.

Respectfully Submitted,
S. Covarrubias

Cover Sheet

Approval of Minutes from MPS Regular Board Meeting - October 14, 2021

Section:	I. Opening Items
Item:	G. Approval of Minutes from MPS Regular Board Meeting - October 14, 2021
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Board Meeting on October 14, 2021

APPROVED

Magnolia Public Schools

Minutes

Regular Board Meeting

Date and Time
Thursday October 14, 2021 at 6:30 PM

Location
https://zoom.us/j/92340840399?pwd=TGFTLzM4cVl3SzBpVVRzQUxtb2svdz09

Meeting ID: 923 4084 0399 **Passcode:** 445864
One tap mobile: +16699009128,,92340840399# 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

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 Oct 14, 2021 at 6:33 PM.

B. Record Attendance and Guests

Refer to attendance information stated above.

C. Approval of Agenda

D. Gonzalez made a motion to approve the agenda as presented.
M. Muhammedov seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

D. Public Comments

B.Lopez, Chief External Officer acknowledged all partners who worked alongside Magnolia Public Schools since starting the vaccination clinic events which has supported around 180 community participants. Magnolia Science Academy-1 & 5 will have their Community Resource Fair on October 16th. Continuing the efforts in supporting the community.

E. Announcements from CEO & Superintendent and Board Members

A.Rubalcava, CEO & Superintendent thanked all school administrators for their continued work and effort in observance of Week of School Administrator.

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

S. Covarrubias made a motion to approve the minutes from Regular Board Meeting on 09-09-21.
M. Muhammedov seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

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

S. Covarrubias made a motion to approve the minutes from Special Board Meeting on 09-23-21.
M. Muhammedov seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

S. Covarrubias	Aye
M. Muhammedov	Aye
U. Yapanel	Aye
S. Dikbas	Aye
D. Gonzalez	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 real property negotiators for Magnolia Science Academy-1 and public employment 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. Public Employment (§ 54957)

This item was discussed in Closed Session.

D. Report Out of Closed Session

S.Covarrubias announced in Open Session at 7:14pm that the Board directed staff to follow-up on several items.

III. Consent Items

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

S. Covarrubias made a motion to approve the 2021-22 Compliance Monitoring and Certification of Board Compliance Review for MSA-4, 6, 7, and Bell.
U. Yapanel seconded the motion.
The board **VOTED** unanimously to approve the motion.

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

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

S. Covarrubias made a motion to approve the 2021-22 Compliance Monitoring and Certification of Board Compliance Review for MSA-Santa Ana.
U. Yapanel seconded the motion.
The board **VOTED** unanimously to approve the motion.

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

IV. Action Items

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

This item was discussed at the Audit & Facilities Committee Meeting on October 7th, 2021. M.Muhammedov, Board Member and Chair of the Audit & Facilities Committee provided an overview of the discussion held and the committee's recommendation on moving forward. An amendment to the existing motion on the report was brought to the floor, to which majority of the Board approved. Board questions were addressed by staff.
D. Gonzalez made a motion to amend the existing motion and instead motion to approve AG Construction as a construction services vendor for all Magnolia Public

Schools and be added to Magnolia's preferred vendor list retroactively as of July 1, 2021, the start of Magnolia's fiscal year.
S. Covarrubias seconded the motion.
The board **VOTED** to approve the motion.

Roll Call	
U. Yapanel	Aye
M. Muhammedov	Aye
S. Dikbas	Abstain
S. Covarrubias	Aye
D. Gonzalez	Aye

B. Approval of Magnolia Public Schools Revised Independent Study Policy

E.Acar, Chief Academic Officer provided an overview of the revisions made to the Independent Study Policies Ed Codes following the the approval of AB 167 by California Governor, Gavin Newsom which clarified AB130 Independent Study requirements for Local Education Agencies (LEA).
S. Covarrubias made a motion to approve the revised Independent Study Policy for Magnolia Public Schools.
M. Muhammedov seconded the motion.
The board **VOTED** unanimously to approve the motion.

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

V. Information/Discussion Items

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

J.Hernandez, Director of Student Services provided a comprehensive review of the suspension and expulsion procedures to the Board and highlighted the goals and data. It included a review of the positive behavioral intervention strategies (PBIS) and how Magnolia Science Academy-2 set a precedent to the executions of PBIS. Board questions were addressed by staff.

B. Enrollment Update

B.Lopez, Chief External Officer gave updates regarding the enrollment numbers for all Magnolia Public Schools and addressed the enrollment gaps, trends and next steps for certain school sites. She shared the impact in school budgets for the target enrollments that were not met. Some principals provided context in their school enrollment declines and their steps on improvement and retention. Board questions were addressed by the staff.

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

E.Acar, Chief Academic Officer and A.Callaham, Director of Special Education & Support Services provided a detailed overview of the significant disproportionality comprehensive coordinated early intervening services plan for Magnolia Science Academy-1. A.Callaham addressed the areas of improvement that were addressed by the California Department of Education which was that of exiting students from the Special Education Program. There was no program for systematically exiting students from SPED once the students were at grade level

and performing at their optimal level. The plan will be added to the SPED policies once it is approved by the State. She discussed the criteria's and case-by-case scenarios.

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 8:36 PM.

Respectfully Submitted,
S. Covarrubias

Cover Sheet

Approval of the ESSER III Expenditure Plans for All Magnolia Public Schools

Section: III. Action Items
Item: A. Approval of the ESSER III Expenditure Plans for All Magnolia Public Schools
Purpose: Vote
Submitted by:
Related Material: ESSER III Expenditure Plans MPS.pdf

Board Agenda Item #	III A: Action Item
Date:	October 28, 2021
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of the ESSER III Expenditure Plans for All MPS

Proposed Board Recommendation

I move that the board approve the ESSER III Expenditure Plans for all Magnolia Public Schools.

Background

Local educational agencies (LEAs) that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan detailing how they will use their ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. The plan is required to address the following:

- The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.
- How the LEA will use the minimum of 20% of funds it reserves for learning loss to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- How the LEA will spend its remaining ESSER III funds consistent with the allowable uses.
- How the LEA will ensure that the interventions it implements, including but not limited to the interventions to address learning loss, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

In developing their plan, LEAs must engage in meaningful consultation with specified stakeholders, including students; families; school and district administrators (including special education administrators); and teachers,

principals, school leaders, other educators, school staff, and their unions. In addition, LEAs must also engage in meaningful consultation, to the extent they are present or served by the LEA, with: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students. Finally, LEAs must provide the opportunity to provide public input and take such input into account.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval. In addition, the plan must be made publicly available on the LEA's website.

Allowable Uses of ESSER III Funds

Up to 80% of the ESSER III Funds (Resource Code 3213) can be used in much the same way as the ESSER I Funds under the CARES Act and ESSER II Funds under the CRRSA Act. Any allowable use of ESSER I and II funds can apply to ESSER III funds as well.

1. Any activity authorized by the ESEA, the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act (AEFLA), or the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins).
2. Coordination of LEA preparedness and response efforts with state, local, tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses with other agencies to prevent, prepare for, and respond to coronavirus.
3. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
4. Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.
5. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious diseases.
6. Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency.
7. Planning for, coordinating, and implementing activities during long-term closures, including how to provide meals, technology for online learning, guidance on IDEA requirements, and ensuring other educational services can continue to be provided consistent with all applicable requirements.
8. Purchasing educational technology (including hardware, software, and connectivity) for students served by the LEA that aids in regular and substantive educational interactions between students and their

classroom teachers, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

9. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
10. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
    - Addressing learning loss among students, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care, of the local educational agency, including by–
    - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
    - Implementing evidence-based activities to meet the comprehensive needs of students.
    - Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
    - Tracking student attendance and improving student engagement in distance education.
11. School facility repairs and improvements to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
12. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification, and other air cleaning, fans, control systems, and window and door repair and replacement.
13. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff
14. Other activities that are necessary to maintain operations and continuity of services and continuing to employ existing staff.

Additionally, Section 2001(e)(1) of the ARP Act requires an LEA to reserve not less than 20 percent of its ESSER III allocation (Resource Code 3214) to address the academic impact of lost instructional time through the implementation of evidence-based interventions. Allowable uses of this portion of funds are:

1. Summer learning or summer enrichment

2. Extended day
3. Comprehensive afterschool programs
4. Extended school year programs
5. Evidence-based high dosage tutoring
6. Full-Service Community Schools
7. Mental health services and supports
8. Adoption or integration of social emotional learning into the core curriculum/school day
9. Other evidence-based interventions

The MPS Accountability team has collaborated with the school leadership teams in ensuring that the school plans meet the requirements and expectations that ESSER III funds will be spent consistent with the allowable uses and that schools have engaged in meaningful consultation with specified stakeholders in the development of their plan.

Budget Implications

All ESSER III expenditures will be budgeted in each school's budget. The funds can be expended until September 30, 2024. The following table shows the eligibility amounts for each MSA.

Local Educational Agency	Revised Total Eligibility Amount
Magnolia Science Academy	$1,671,865
Magnolia Science Academy 2	$1,347,159
Magnolia Science Academy 3	$1,127,729
Magnolia Science Academy 4	$380,118
Magnolia Science Academy 5	$730,983
Magnolia Science Academy 6	$411,452
Magnolia Science Academy 7	$626,693
Magnolia Science Academy Bell	$1,322,729
Magnolia Science Academy Santa Ana	$1,764,828
Magnolia Science Academy San Diego	$374,710
	$9,758,266

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

Board approval of this plan is a requirement for LEAs receiving these funds.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- ESSER III Expenditure Plan for each Magnolia Science Academy
  - Magnolia Science Academy-1..... Pg. 6
  - Magnolia Science Academy-2..... Pg. 19
  - Magnolia Science Academy-3..... Pg. 39
  - Magnolia Science Academy-4..... Pg. 54
  - Magnolia Science Academy-5..... Pg. 68
  - Magnolia Science Academy-6..... Pg. 84
  - Magnolia Science Academy-7..... Pg. 98
  - Magnolia Science Academy-8..... Pg. 113
  - Magnolia Science Academy-Santa Ana..... Pg. 129
  - Magnolia Science Academy-San Diego..... Pg. 145

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy	Brad Plonka Principal	bplonka@magnoliapublicschools.org (818) 609-0507

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
LCAP 2021-2022	School Website: http://www.magnoliapublicschools.org/ourpages/auto/2016/2/16/35300689/MSA-1%20LCAP%202021-22.pdf?rnd=1624901634000
ELOG 2021	School Website: http://www.magnoliapublicschools.org/ourpages/auto/2021/9/9/63010704/MSA1-2021_Expanded_Learning_Opportunities_Grant_Plan_Magnolia_Science_Academy_1_20210809%20_1_.pdf?rnd=1631204088000

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA
$1,671,865

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	$495,750
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	$736,000
Use of Any Remaining Funds	$440,115

Total ESSER III funds included in this plan

$1,671,865

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

Sessions including Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Admin meetings, and staff meetings are the platforms to discuss the ESSER III plan for review and feedback. Parents on our PTF and SSC also serve as our parent advisory committee members, along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC is valuable input for the ESSER. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

A description of how the development of the plan was influenced by community input.

The expenditure plan of ESSER III and the strategies in order to have continuous and safe in-person learning and mitigate learning loss are reviewed. To name a few of the inputs of the stakeholders; more room in the lunch area, more support for students social/emotional needs and interventions for learning loss.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.
For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

$495,750

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 4, Action 3	Full-time Counselor	A full-time Counselor will work with higher-tiered students who need more social-emotional support coming back to school during the pandemic.	$240,000
LCAP, Goal 1, Action 3	Two Campus Aides	Hiring two Campus Aides to support and maintaining COVID 19 mandates and to ensure the student's safety on the campus.	$240,000
LCAP, Goal 4, Action 3	Counseling Services for students thru third party vendor (Mitchell Family Clinic)	To provide counseling for lower-tiered students as needed at no cost to families, community partnership with CSUN, Mitchell Family clinic allows us to keep the costs low and more students to be served.	$15,750

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

$736,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELOG 2021	Extended School Year	ESSER III funds will be used to cover the fiscal impact caused by adding five school days to academic years of 2022-23 and 2023-24.	$620,000
ELOG 2021	Summer School	ESSER III funds will be used to cover summer school for 2022-23 and 2023-24.	$116,000

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

$440,115

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 3	Furniture	Purchasing furniture and shading to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs in the lunch areas.	$244,250
LCAP, Goal 1, Action 3	Facility Improvements, Maintenance, and Upgrades	Monthly service of HVAC systems. Replacement and upgrade projects to improve the indoor quality in school facilities for better ventilation.	$195,865

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA's plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Full-time Counselor	Counselor will provide updates on their case load of students that they are meeting.	Monthly.
Two Campus Aides	Campus Aides will provide updates to admin team.	Weekly.
Counseling Services for students thru third party vendor (Mitchell Family Clinic)	Students academics, attendance, and behavior will reviewed.	Monthly.
Extended School Year	Analyzing student achievement data based on NWEA MAP.	Fall, Winter, and Spring
Summer School	Analyzing student retention rates based upon their pass/fail of summer school courses.	Once a year.
Furniture	Furniture will be regularly cleaned and checked for any damages and repairs.	Cleaned daily and repaired on a need by need basis.
Facility Improvements, Maintenance, and Upgrades	HVACs will be serviced and have scheduled maintenance for filters, cleaning and sanitation.	Service schedule will be annually, filter changes will be based on CDC guidelines, and cleaning and sanitation will be on a need by need basis.

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
    - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at https://www.cde.ca.gov/fg/cr/arpact.asp.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
    - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

        - **Tier 1 – Strong Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
        - **Tier 2 – Moderate Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
        - **Tier 3 – Promising Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
        - **Tier 4 – Demonstrates a Rationale**: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
    - **For additional information please see the Evidence-Based Interventions Under the ESSA web page at https://www.cde.ca.gov/re/es/evidence.asp.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
    - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
    - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
    - Any activity authorized by the Adult Education and Family Literacy Act;
    - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
    - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
    - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
    - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
    - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
    - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
    - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
    - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
    - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
    - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
  - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
  - Implementing evidence-based activities to meet the comprehensive needs of students,
  - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
  - Tracking student attendance and improving student engagement in distance education;

  Note: A definition of "underserved students" is provided in the Community Engagement section of the instructions.
- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of "Not Applicable" in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
    - For purposes of this requirement “underserved students” include:
        - Students who are low-income;

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
    - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: https://www2.ed.gov/documents/coronavirus/reopening-2.pdf.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “$0”.

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-2	David Garner Principal	dgarner@magnoliapublicschools.org (818) 758-0300

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
LCAP 2021-22	School Website: https://www.magnoliapublicschools.org/ourpages/auto/2016/2/16/35300689/MSA-2%20LCAP%202021-22.pdf?rnd=1624901643000
ELOG 2021	School Website: https://www.magnoliapublicschools.org/ourpages/auto/2021/9/9/63010704/MSA2-2021_Expanded_Learning_Opportunities_Grant_Plan_Magnolia_Science_Academy_2_20210809%20_1_.pdf?rnd=1631204089000

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

$1,347,159

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	$930,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	$417,159
Use of Any Remaining Funds	$0

Total ESSER III funds included in this plan

$1,347,159

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

MSA2 incorporates numerous manners to solicit feedback from our various stakeholder groups, including parents/guardians, staff, and students, in order to seek input related to the possible different options which are available for the utilization of the fiscal resources attached to the ESSER III. Amongst these means are the below:

- Weekly Full Staff PD meetings
- Weekly Grade Level meetings
- Weekly SPED meetings
- Weekly Admin meetings
- Weekly MTSS SEL Committee meetings
- Weekly PBIS Committee meetings

- Weekly Student Government meetings
- Weekly MTSS Academic Committee meetings
- Weekly MPS Academic Task Force meetings with central office
- Weekly Leadership meetings with central office
- Weekly Title I Staff meetings with ELA and math interventionists
- Weekly Office Staff meetings
- Weekly Open House meetings
- Weekly Coffee with the Principal meetings
- Monthly Dean of Academics meetings with central office
- Monthly Dean of Students meetings with central office
- Monthly Principal meetings with central office
- Biweekly Department meetings
- Weekly College Cohort meetings
- Weekly AP Teacher meetings
- ELAC meetings
- PTF meetings
- SSC meetings
- Title I meetings
- Weekly Parent Bridge for Student Achievement Foundation (PBSAF) classes
- Weekly Saturday School meetings

In addition, MSA2 utilizes the following tools to disseminate information to stakeholders:

- ParentSquare
- School website
- Email
- Phone calls / voice message
- Social media
- Google Classroom
- Infinite Campus
- Google Forms
- Panorama Education - survey
- Home visits

A description of how the development of the plan was influenced by community input.

Significant feedback from this plan was the result of community input from various stakeholder groups. One such example of these recommendations is the decision to add additional security personnel on campus, which was shared during a School Site Council meeting by one of the parent members during October 2021. In addition, the decision to add an additional school custodian was shared by an MSA2 staff member during our weekly professional development time in October 2021 during Covid, since additional duties are required to keep the

school clean which require more hours than our current staff were previously taking. All feedback from stakeholders helped make this plan more impactful for our community.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.
For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

$930,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 2021-22 Goal 1, Action 3	Additional Security Staff	Salary for one additional security staff during 2021-22, 2022-23, and 2023-24 school years	$150,000
LCAP 2021-22 Goal 2, Action 1	Full-Time Long-Term Substitute Teacher	Salary and benefits for one long-term full-time substitute teacher during 2021-22, 2022-23, and 2023-24 school years	$150,000
LCAP 2021-22 Goal 2, Action 5	Continuation of SPED Paraprofessional	Continuation of salary and benefits for one current SPED paraprofessional into 2022-23 and 2023-24 school years	$150,000
LCAP 2021-22 Goal 1, Action 3	Additional Custodian	Salary and benefits for one additional custodian during 2021-22, 2022-23, and 2023-24 school years	$150,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 2021-22 Goal 4, Action 3	Additional Psychologist	Salary and benefits for one additional full-time school psychologist for 2021-22, 2022-23 and 2023-24 school years	$330,000

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

$417,159

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 2021-22 Goal 2 Action 3, Also aligned with 2021 ELOG Plan, Supplemental Instruction and Support Strategies	Longer summer schools	Longer summer schools (days/hours): during 2022-23 and 2023-24 academic years	$40,000
LCAP 2021-22 Goal 2 Action 3, Also aligned with 2021 ELOG Plan, Supplemental Instruction and Support Strategies	Winter intersession	Winter intersession (one week): during 2022-23 and 2023-24 academic years	$20,000
LCAP 2021-22 Goal 2 Action 3, Also aligned with 2021 ELOG Plan, Supplemental Instruction and Support Strategies	Small group sessions	Small group sessions (after school): during 2022-23 and 2023-24 academic years	$20,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 2021-22 Goal 2 Action 3, Also aligned with 2021 ELOG Plan, Supplemental Instruction and Support Strategies	Increase frequency of Saturday schools	Increase frequency of Saturday schools: during 2022-23 and 2023-24 academic years	$60,000
LCAP 2021-22 Goal 2 Action 3, Also aligned with 2021 ELOG Plan, Supplemental Instruction and Support Strategies	Summer intersession	Summer intersession in June (in addition to summer schools): during 2022-23 and 2023-24 academic years	$40,000
LCAP 2021-22 Goal 2 Action 3, Also aligned with 2021 ELOG Plan, Supplemental Instruction and Support Strategies	Bridge programs	Bridge programs: during 2022-23 and 2023-24 academic years	$20,000
LCAP 2021-22 Goal 2 Action 1, Also aligned with 2021 ELOG Plan, Supplemental Instruction and Support Strategies	Extended School Year	Extended School Year (to 185 days): during 2022-23 and 2023-24 academic years	$198,728.56
LCAP 2021-22 Goal 3, Action 1	Expansion of CTE	Expansion of CTE curriculum and resources	$18,430.44

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

$0

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA's plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Longer summer schools (days/hours)	Progress will be monitored by checking academic, attendance and behavioral performance data for students via online resources on platforms including: • iXL (math) • ALEKS • NWEA / MAP (math and ELA) • grades, attendance and behavior data on Infinite Campus • Google Classroom • Panorama Surveys	Progress will be monitored weekly for this action
Winter intersession (one week)	Progress will be monitored by checking academic, attendance and behavioral performance data for students via online resources on platforms including: • iXL (math) • ALEKS	Progress will be monitored daily for this action

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	• grades, attendance and behavior data on Infinite Campus • Google Classroom • Panorama Surveys	
Small group sessions (after school)	Progress will be monitored by checking academic, attendance and behavioral performance data for students via online resources on platforms including: • iXL (math) • ALEKS • grades, attendance and behavior data on Infinite Campus • Google Classroom • Panorama Surveys	Progress will be monitored weekly as well as monthly for this action
Increase frequency of Saturday schools	Progress will be monitored by checking academic, attendance and behavioral performance data for students via online resources on platforms including: • iXL (math) • ALEKS • grades, attendance and behavior data on Infinite Campus • Google Classroom • Panorama Surveys	Progress will be monitored weekly as well as monthly for this action
Summer intersession in June (in addition to summer schools)	Progress will be monitored by checking academic, attendance and behavioral performance data for students via online resources on platforms including: • iXL (math) • ALEKS • grades, attendance and behavior data on Infinite Campus • Google Classroom • Panorama Surveys	Progress will be monitored weekly as well as monthly for this action

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Bridge programs	Progress will be monitored by checking academic, attendance and behavioral performance data for students via online resources on platforms including: • iXL (math) • ALEKS • grades, attendance and behavior data on Infinite Campus • Google Classroom • Panorama Surveys	Progress will be monitored weekly as well as monthly for this action
Extended School Year (to 185 days)	Progress will be monitored by checking academic, attendance and behavioral performance data for students via online resources on platforms including: • iXL (math) • ALEKS • grades, attendance and behavior data on Infinite Campus • Google Classroom • Panorama Surveys	Progress will be monitored annually for this action
Expansion of CTE curriculum and resources	Progress will be monitored by checking academic, attendance and behavioral performance data for students via online resources on platforms including: • iXL (math) • ALEKS • grades, attendance and behavior data on Infinite Campus • Google Classroom • Panorama Surveys	Progress will be monitored semesterly for this action

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Salary for one additional security staff	Progress will be monitored by checking data and feedback from all stakeholder groups from the following sources: • Panorama Surveys • School Site Council meetings • PTF meetings • ELAC meetings • Weekly full staff meetings • Weekly Coffee with the Principal meetings • School Safety Committee meetings • ASB School Government meetings • ParentSquare messages, phone calls, text messages and emails • MTSS SEL Committee meetings • PBIS Committee meetings • Weekly SPED meetings • Parent Teacher Conferences	Progress will be monitored daily, weekly, monthly, quarterly and semesterly for this action
Salary and benefits for one long-term full-time substitute teacher	Progress will be monitored by checking data and feedback from all stakeholder groups from the following sources: • Panorama Surveys • School Site Council meetings • PTF meetings • ELAC meetings • Weekly full staff meetings • Weekly Coffee with the Principal meetings • School Safety Committee meetings • ASB School Government meetings • ParentSquare messages, phone calls, text messages and emails • MTSS SEL Committee meetings • PBIS Committee meetings • Weekly SPED meetings • Parent Teacher Conferences	Progress will be monitored daily, weekly, monthly, quarterly and semesterly for this action

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Continuation of salary and benefits for one current SPED paraprofessional	Progress will be monitored by checking data and feedback from all stakeholder groups from the following sources: • Panorama Surveys • School Site Council meetings • PTF meetings • ELAC meetings • Weekly full staff meetings • Weekly Coffee with the Principal meetings • School Safety Committee meetings • ASB School Government meetings • ParentSquare messages, phone calls, text messages and emails • MTSS SEL Committee meetings • PBIS Committee meetings • Weekly SPED meetings • Parent Teacher Conferences	Progress will be monitored daily, weekly, monthly, quarterly and semesterly for this action
Salary and benefits for one additional custodian	Progress will be monitored by checking data and feedback from all stakeholder groups from the following sources: • Panorama Surveys • School Site Council meetings • PTF meetings • ELAC meetings • Weekly full staff meetings • Weekly Coffee with the Principal meetings • ASB School Government meetings • ParentSquare messages, phone calls, text messages and emails • PBIS Committee meetings • Parent Teacher Conferences	Progress will be monitored daily, weekly, monthly, quarterly and semesterly for this action

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Salary and benefits for one additional full-time school psychologist	Progress will be monitored by checking data and feedback from all stakeholder groups from the following sources: • Panorama Surveys • School Site Council meetings • PTF meetings • ELAC meetings • Weekly full staff meetings • Weekly Coffee with the Principal meetings • School Safety Committee meetings • ASB School Government meetings • ParentSquare messages, phone calls, text messages and emails • MTSS SEL Committee meetings • PBIS Committee meetings • Weekly SPED meetings • Parent Teacher Conferences	Progress will be monitored daily, weekly, monthly, quarterly and semesterly for this action

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
    - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at https://www.cde.ca.gov/fg/cr/arpact.asp.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
    - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

        - **Tier 1 – Strong Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
        - **Tier 2 – Moderate Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
        - **Tier 3 – Promising Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
        - **Tier 4 – Demonstrates a Rationale**: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
    - **For additional information please see the Evidence-Based Interventions Under the ESSA web page at https://www.cde.ca.gov/re/es/evidence.asp.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
    - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
    - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
    - Any activity authorized by the Adult Education and Family Literacy Act;
    - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
    - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
    - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
    - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
    - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
    - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
    - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
    - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
    - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
    - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
  - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
  - Implementing evidence-based activities to meet the comprehensive needs of students,
  - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
  - Tracking student attendance and improving student engagement in distance education;

  Note: A definition of "underserved students" is provided in the Community Engagement section of the instructions.
- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of "Not Applicable" in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
    - For purposes of this requirement “underserved students” include:
        - Students who are low-income;

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
    - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: https://www2.ed.gov/documents/coronavirus/reopening-2.pdf.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “$0”.

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-3	Zekeriya Ocel Principal	zocel@magnoliapublicschools.org (310) 687-3806

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
LCAP 2021-22	School Website: https://www.magnoliapublicschools.org/ourpages/auto/2016/2/16/35300689/MSA-3%20LCAP%202021-22.pdf?rnd=1624901648000
ELOG 2021	School Website: https://www.magnoliapublicschools.org/ourpages/auto/2021/9/9/63010704/MSA3-2021_Expanded_Learning_Opportunities_Grant_Plan_Magnolia_Science_Academy_3_20210809%20_1_.pdf?rnd=1631204089000

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

$1,127,729

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	$760,171
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	$367,558
Use of Any Remaining Funds	$0

Total ESSER III funds included in this plan

$1,127,729

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

MSA-3 holds PAC (Parent Advisory Committee) and Staff meetings to inform the the school community. We present our data points in regards to student achievement and parents provide feedback in regards to progress we make or point areas of improvement. These meetings take place over the Zoom platform.

In addition, MSA-3 seeks input from the parents/staff and students via surveys. Please see the ESSER III survey input on the attached link.

https://docs.google.com/forms/d/e/1FAIpQLSdnZPPJueHiOMw8CSipMbGy5v5CwJ4mYQf8V62iqkZzQuT5Bw/viewform

A description of how the development of the plan was influenced by community input.

Our staff/students were concerned about low achievement of students and as well as learning loss happened during the pandemic. We shifted our plans to include high dosage tutoring program as well as extended school year to engage students more with learning.

Another area of focus brought up was to improve parent/caregiver relations. We will have a PACE coordinator to increase our connection with the community.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.
For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

$760,171

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 2021, Goal 1, Action 3	Hiring a campus Supervisor	This position will help maintain Covid-19 safety procedures like mask mandate, physical distancing where feasible.	$130,837
LCAP 2021, Goal 4, Action 3	Continuation of the employment of the office clerk	Office clerk helps for Covid-19 check-in and contacting parents for vaccination and Covid-19 related issues.	$165,360
LCAP 2021, Goal 4, Action 2	Hiring a PACE coordinator	PACE Coordinator will help recruit new students for the enrollment that got impacted due to Covid-19. In addition,	$124,800

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		PACE Coordinator will help with reaching out to parents for student vaccination requirements and vaccination events.	
LCAP 2021, Goal 2, Action 1	Continuation of the employment of the Science Teacher	In order to keep MSA-3 operating, ESSER III funds will be used to keep the core teachers employed.	$165,066
LCAP 2021, Goal 2, Action 1	Continuation of the employment of the Multiple Subject Teacher	In order to keep MSA-3 operating, ESSER III funds will be used to keep the core teachers employed.	$174,108

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

$367,558

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
2021 ELOG	Extended School Year	Esser III funds will be used to cover the fiscal impact caused by adding five school days to the academic years 2022-2023 and 2023-2024.	$206,494
2021 ELOG	Summer School	Esser III funds will be used to provided extended academic support during summer to mitigate the learning loss for the academic years 2022-2023 and 2023-2024.	$116,000
2021 ELOG	High dosage Tutoring	Esser III funds will be used to provided extended academic support during school year via extended high dosage tutoring to mitigate the learning loss for the academic years 2022-2023 and 2023-2024	$45,064

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions
$0

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA's plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Office Clerk	a. Monthly Task Checklist b. Staff evaluations using Teachboost that includes Self-assessment, Goal-setting, informal observations, summative assessment, and more.	a. Monthly b. Twice a year
Extended School Year	a. Teachers will conduct pre and post assessments b. Teachers will hold review and re-teach sessions pertaining to the previous year's academic information loss.	a. At the beginning of the school year, during the first two weeks of the school b. Twice a year

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Summer School	a. Teachers will conduct pre and post assessments through IXL b. Closely monitoring the number of completed credit recovery courses through Edgeunity	a. At beginning and end of the summer program b. At the end of the summer program
High Dosage Tutoring	a) beginning of the program grade check b) End of the program grade check	a. Twice during the program implementation
PACE Coordinator	a. Monthly Task Checklist b. Staff evaluations using Teachboost that includes Self-assessment, Goal-setting, informal observations, summative assessment, and more.	a. Monthly b. Twice a year
Continuation of the employments of the Science teachers	a. Informal Classroom Observations b. Monitoring Lesson Plans and Curriculum Map c. Monitoring students' performance via school information system d. Monitoring the Summative Assessment Results as well as internal assessment (NWEA's MAP) results e. Department meetings, grade level meetings, and PLCs on Wednesdays. f. Teacher evaluations using Teachboost that includes Self-assessment, Goal-setting, informal observations, summative assessment, peer-observations, and more.	a. Four times per semester b. Bi-weekly c. Weekly d. Quarterly e. Bi-monthly f. Twice a year
Continuation of the employment of the Multiple Subject teacher	a. Informal Classroom Observations b. Monitoring Lesson Plans and Curriculum Map c. Monitoring students' performance via school information system d. Monitoring the Summative Assessment Results as well as internal assessment (NWEA's MAP) results e. Department meetings, grade level meetings, and PLCs on Wednesdays.	a. Four times per semester b. Bi-weekly c. Weekly d. Quarterly e. Bi-monthly f. Twice a year

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	f. Teacher evaluations using Teachboost that includes Self-assessment, Goal-setting, informal observations, summative assessment, peer-observations, and more.	
Hiring a campus Supervisor	a. Monthly Task Checklist b. Staff evaluations using Teachboost that includes Self-assessment, Goal-setting, informal observations, summative assessment, and more.	a. Monthly b. Twice a year

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
    - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at https://www.cde.ca.gov/fg/cr/arpact.asp.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
    - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

        - **Tier 1 – Strong Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
        - **Tier 2 – Moderate Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
        - **Tier 3 – Promising Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
        - **Tier 4 – Demonstrates a Rationale**: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
    - **For additional information please see the Evidence-Based Interventions Under the ESSA web page at https://www.cde.ca.gov/re/es/evidence.asp.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
    - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
    - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
    - Any activity authorized by the Adult Education and Family Literacy Act;
    - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
    - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
    - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
    - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
    - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
    - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
    - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
    - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
    - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
    - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
  - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
  - Implementing evidence-based activities to meet the comprehensive needs of students,
  - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
  - Tracking student attendance and improving student engagement in distance education;

  Note: A definition of "underserved students" is provided in the Community Engagement section of the instructions.
- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of "Not Applicable" in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
    - For purposes of this requirement “underserved students” include:
        - Students who are low-income;

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
    - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: https://www2.ed.gov/documents/coronavirus/reopening-2.pdf.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “$0”.

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-4	Musa Avsar Principal	mavsar@magnoliapublicschools.org (310) 473-2464

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
LCAP 2021-22	School Website: https://www.magnoliapublicschools.org/ourpages/auto/2016/2/16/35300689/MSA-4%20LCAP%202021-22.pdf?rnd=1624901652000
2021 Expanded Learning Opportunities Grant (ELOG) Plan	School Website: https://www.magnoliapublicschools.org/ourpages/auto/2021/9/9/63010704/MSA4-2021_Expanded_Learning_Opportunities_Grant_Plan_Magnolia_Science_Academy_4_20210809%20_1_.pdf?rnd=1631204090000

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

$380,118

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	$300,118
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	$80,000
Use of Any Remaining Funds	$0

Total ESSER III funds included in this plan

$380,188

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

Stakeholder collaboration has been a top priority for Magnolia Science Academy-4. We host regular meetings with stakeholders to ensure voices are heard and incorporated in the development of our schoolwide action plan/LCAP. In an effort to engage all stakeholders in the review of the student data and the development of the school-wide action plan, collaborative meetings have taken place regularly to involve stakeholders in the development of the schoolwide action plan/LCAP, and those meetings include, but are not limited to Town Hall meetings, Parent Task Force meetings, School Site Council meetings, Department meetings, Grade Level Meetings, and Coffee with the Principal meetings.

MSA-4 has provided many community engagement opportunities during the 2020-2021 school year to gather feedback to inform the development of the Expanded Learning Opportunities Grant Plan (ELOG) and the Local Control Accountability Plan (LCAP). The feedback that we received for the ELOG and LCAP is used in the development of this ESSER III expenditure plan. Additionally, we received feedback

from MSA-4 staff on Wednesday, October 13 during a regular staff meeting and received feedback from parents, students, and community members on Wednesday, October 20 during School Site Council Meeting. Furthermore, we will have our ESSER III plan presented during a regular MPS Governing board meeting for public comment.

A description of how the development of the plan was influenced by community input.

We used the feedback from the community engagement and incorporated this feedback into developing strategies for addressing the loss of instructional time and providing additional support to all MSA-4 students. Current feedback and feedback for the development of ELOG and LCAP are aligned, including the commitment to in-person learning, small group instruction opportunities, providing strong counseling support, hiring additional staff members, intervention, enrichment opportunities, Saturday school, extended school year, and summer school opportunities. The ESSER III plan incorporates this feedback and continues to build on the ELOG and LCAP to provide safe and continuous in-person learning and addressing the social-emotional, and academic needs of our students.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.
For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

$300,118

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 2, Action 1	Continuation of the employments of the three	The funds will be used to temporarily expand our staffing and maintain the staffing that was available during the 2020-	$237,190

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	teaching positions (ELA and PE).	2021 school year. Funds will be used to cover the salaries of our ELA and PE teachers.	
LCAP, Goal 4, Action 2	Continuation of the employment of the office manager	The amount will be used to keep the existing office manager for MSA4.	$62,928

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time
$80,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
2021 ELOG	Extending Instructional Learning Time through summer school	The ESSER III funds will be used to extend actions from the Expanded Learning Opportunities Grant Plan beyond 2022 and through 2024 and will connect with the LCAP, to continue a more robust summer session program. MSA-4 will use ESSER III funds to build upon the summer session action to both accelerate and recover learning.	$30,000
2021 ELOG	Extended School Year	We will use the funds to cover the fiscal impact caused by adding 5 school days to the academic years 2022-23 and 2023-24.	$50,000

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions
$0

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA's plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Staffing (Teachers)	a. Informal Classroom Observations b. Monitoring Lesson Plans and Curriculum Map c. Monitoring students performance via school information system d. Monitoring the Summative Assessment Results as well as internal assessment (NWEA's MAP) results e. Department meetings, grade level meetings, and PLCs on Wednesdays. f. Teacher evaluations using Teachboost that includes Self-assessment, Goal-setting, informal observations, summative assessment, peer-observations, and more.	a. Four times per semester b. Bi-weekly c. Weekly d. Quarterly e. Bi-monthly f. Twice a year
Staffing (Office Manager)	a. Monthly Task Check List b. Staff evaluations using Teachboost that includes Self-assessment, Goal-setting,	a. Monthly b. Twice a year

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	informal observations, summative assessment, and more.	
Provide expanded summer school program through 2024	a. Teachers will conduct pre and post assessments through IXL b. Closely monitoring the number of completed credit recovery courses through Edgeunity	a. At beginning and end of the summer program b. At the end of the summer program
Extended School Year	a. Teachers will conduct pre and post assessments b. Teachers will hold review and re-teach sessions pertaining to the previous year's academic information loss.	a. At the beginning of the school year, during the first two weeks of the school b. Twice a year

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
    - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at https://www.cde.ca.gov/fg/cr/arpact.asp.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
    - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

        - **Tier 1 – Strong Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
        - **Tier 2 – Moderate Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
        - **Tier 3 – Promising Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
        - **Tier 4 – Demonstrates a Rationale**: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
    - **For additional information please see the Evidence-Based Interventions Under the ESSA web page at https://www.cde.ca.gov/re/es/evidence.asp.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
    - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
    - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
    - Any activity authorized by the Adult Education and Family Literacy Act;
    - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
    - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
    - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
    - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
    - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
    - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
    - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
    - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
    - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
    - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
  - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
  - Implementing evidence-based activities to meet the comprehensive needs of students,
  - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
  - Tracking student attendance and improving student engagement in distance education;

  Note: A definition of "underserved students" is provided in the Community Engagement section of the instructions.
- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of "Not Applicable" in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
    - For purposes of this requirement “underserved students” include:
        - Students who are low-income;

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
    - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: https://www2.ed.gov/documents/coronavirus/reopening-2.pdf.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “$0”.

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

MAGNOLIA
SCIENCE ACADEMY

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-5	Ali Kaplan Principal	akaplan@magnoliapublicschools.org (818) 705-5676

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
LCAP 2021-22	https://www.magnoliapublicschools.org/ourpages/auto/2016/2/16/35300689/MSA-5%20LCAP%202021-22.pdf?rnd=1624901661000
2021 ELOG	https://www.magnoliapublicschools.org/ourpages/auto/2021/9/9/63010704/MSA5-2021_Expanded_Learning_Opportunities_Grant_Plan_Magnolia_Science_Academy_5_20210809%20_2_.pdf?rnd=1631204091000

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA
$730,983

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	$390,983
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	$245,000
Use of Any Remaining Funds	$95,000

Total ESSER III funds included in this plan

$730,983

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

Magnolia Science Academy-5 values the community engagement. School-wide events, large-scale changes and budget related topics are discussed and reviewed at the in-person and virtual meetings. In addition, MSA-5 has hired a PACE coordinator in order to establish effective communication between the school, parents, and students. MSA-5 sends periodic newsletters and messages utilizing ParentSquare for announcements, upcoming meetings, and events. The PACE coordinator and school administration hold bi-weekly coffee with principal meetings in addition to School Site Committee meetings and weekly staff and admin meetings. The agenda, minutes are shared with the participants of those meetings and translation has been provided by the PACE coordinator.

A description of how the development of the plan was influenced by community input.

The SSC, faculty, admin, and Title I meetings are utilized to discuss and seek feedback for the school budget, where community collaborators review a variety of the fundings that are received such as the ESSER III. The expenditure plan of ESSER III and its strategies in order to have continuous and safe In-Person Learning and mitigate learning loss are reviewed. To name a few of the input of parents, staff,

and students; a great need for a parent liaison (PACE Coordinator), extending the school year, retaining staff due to relocation, preventing layoffs, and more support for the English Learners and immigrant students.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.
For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

$390,983

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 4, Action 2	Hiring a PACE Coordinator	To improve community and family engagement which is an essential strategy for developing the knowledge and skills to work together, and integrating family and community engagement with goals for students' learning and thriving. The PACE coordinator will support holding periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. This	$140,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		expenditure is intended to cover three years of salary of the employee and the benefits as much as possible.	
LCAP Goal 1, Action 3	Clean and safe facilities that support learning: Purchase of Personal protective equipment (PPE)	Personal protective equipment (PPE) is critical to ensuring safety for all in-person activities. The guidance provides strongly recommended practices to school staff on the use of protective equipment to reduce the risk of COVID-19 and other communicable disease transmissions when delivering direct student support services that require close, prolonged contact.	$15,000
LCAP Goal 2, Action 1	Retaining staff due to possible decline in the enrollment	MSA-5 has moved from its previous location and there will be another relocation within next 2 years which will cause a drastic drop in the student enrollment during the pandemic and aftermath. Therefore, having a lower enrollment number will have a negative impact on the school budget and retaining employees. MSA-5 will allocate ESSER III funds to prevent layoffs and reduced salary in order to have a health-balanced operation, maintain academic standards and keep the school culture strong.	$235,983

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

$245,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 2, Action 4	Hiring an English Learner Support Person	To support English Learners and Immigrant Students.ELs need to be designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a	$80,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. The support person with knowledge of EL strategies and culturally responsive instruction will provide services to ELs by proficiency level and ELD instruction aligned to the CA ELD standards and framework.	
LCAP Goal 2, Action 1	Extended School Year Stipend to Staff	An extra 5 days to work on the fundamentals in academics, help students cope with the trauma and anxiety caused by the pandemic and rediscover the joy of learning in enrichment activities in order to mitigate the learning loss	$165,000

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

$95,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 4, Action 3	Hiring a School Psychologist (Part/Full Time)	School psychologists provide direct support and interventions to students; consult with teachers, families, and other school employed mental health professionals to improve support strategies; work with school administrators to improve school-wide practices and policies, and collaborate with community providers to coordinate needed services.	$90,000
LCAP Goal 1, Action 2	Instructional materials and technology: Purchasing Teacher Laptops	Teachers will have technology to conduct teaching and construct lesson plans utilizing laptops	$5,000

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA's plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Hiring an English Learner Support Person	Analyzing student achievement data based on NWEA MAP and MyON reading software	Once a semester
Hiring a PACE Coordinator	Parent and Student Engagement Events	Monthly
Hiring a School Psychologist	Student counseling services	Once a semester
Extended School Year	Analyzing student achievement data based on NWEA MAP	Once a year
Purchase of Personal protective equipment (PPE)	Use of PPE equipment on school ground or school related events	Daily
Purchasing Teacher Laptops	Through teacher observations and instructional activities	Daily
Retaining staff due to possible decline in the enrollment	a. Informal Classroom Observations b. Monitoring Lesson Plans and Curriculum Map c. Monitoring students' performance via school information system d. Monitoring the Summative Assessment Results as well as internal assessment (NWEA's MAP) results e. Department meetings, grade level meetings, and PLCs on Wednesdays. f. Teacher evaluations using Teachboost that includes Self-assessment, Goal-setting, informal observations, summative assessment, peer-observations, and more.	a. Four times per semester b. Bi-weekly c. Weekly d. Quarterly e. Bi-monthly f. Twice a year

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
    - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at https://www.cde.ca.gov/fg/cr/arpact.asp.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
    - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

        - **Tier 1 – Strong Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
        - **Tier 2 – Moderate Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
        - **Tier 3 – Promising Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
        - **Tier 4 – Demonstrates a Rationale**: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
    - **For additional information please see the Evidence-Based Interventions Under the ESSA web page at https://www.cde.ca.gov/re/es/evidence.asp.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
    - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
    - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
    - Any activity authorized by the Adult Education and Family Literacy Act;
    - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
    - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
    - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
    - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
    - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
    - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
    - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
    - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
    - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
    - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
  - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
  - Implementing evidence-based activities to meet the comprehensive needs of students,
  - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
  - Tracking student attendance and improving student engagement in distance education;

  Note: A definition of "underserved students" is provided in the Community Engagement section of the instructions.
- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of "Not Applicable" in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
    - For purposes of this requirement “underserved students” include:
        - Students who are low-income;

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
    - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: https://www2.ed.gov/documents/coronavirus/reopening-2.pdf.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “$0”.

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-6	James Choe Principal	jchoe@magnoliapublicschools.org (310) 842-8555

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
LCAP 2021-2022	School Website: https://www.magnoliapublicschools.org/ourpages/auto/2016/2/16/35300689/MSA-6%20LCAP%202021-22.pdf?rnd=1624901671000
ELOG 2021	School Website: https://www.magnoliapublicschools.org/ourpages/auto/2021/9/9/63010704/MSA6-2021_Expanded_Learning_Opportunities_Grant_Plan_Magnolia_Science_Academy_6_20210809%20_1_.pdf?rnd=1631204091000

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

$411,452

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	$328,952
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	$82,500
Use of Any Remaining Funds	$0

Total ESSER III funds included in this plan

$411,452

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

Magnolia Science Academy 6 was able to show the ESSER 3 funds and where we were spending the money for this year during the Coffee with the Principal/PTF on 8.26.21.
The ESSER 3 plans were also shown during the staff meeting for teacher/staff input on 10.13.21. There was no feedback from the staff/teachers. Everyone was okay with our expenditure plan.
Our ESSER 3 funds is mainly to continue operations.
The community had members from the following stakeholders: 1 teacher, 7 students, and 12 parents.

A description of how the development of the plan was influenced by community input.

We were able to show the ESSER funds to our community members in order to see how our school would be funded. The funds that were used were to hold onto our current staff members and to continue our operations.
The stakeholders, which were 1 teacher, 7 students, and 12 parents, had no feedback regarding our proposal and was well received.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.
For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

$328,952

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 2, Action 1	Hiring math-science and social science teachers	MSA6 will continue to employ 2 math-science teacher with multiple-subject credential in addition to employing 1 social science teacher. The amount will be used for their salaries and benefits.	$257,023
LCAP, Goal 4, Action 2	Continuation of the employment of the existing office manager	MSA6 will use the amount listed to keep the existing office manager.	$71,929

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

$82,500

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELOG 2021	Extending the school year with 5 more school days	We will use the funds to cover the fiscal impact caused by adding 5 school days to the academic years 2022-23 and 2023-24.	$30,500
ELOG 2021	Summer school	The ESSER III funds will be used to extend actions from the Expanded Learning Opportunities Grant Plan beyond 2022 and through 2024 and will connect with the LCAP, to continue a more robust summer session program. MSA-6 will use ESSER III funds to build upon the summer session action to both accelerate and recover learning.	$40,000
LCAP Goal 2, Action 3	Saturday School	We are using the ESSER funds to help with instructional learning loss through our Saturday school program. We are looking to have 10 Saturday school per semester, and 20 for the year.	$7,000
LCAP Goal 2, Action 3	After school	We are going to use the ESSER funds to help with the after-school program to help kids by tutoring them during the after school hours.	$5,000

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

$0

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA's plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Staffing - Teachers	a. Informal Classroom Observations b. Monitoring Lesson Plans and Curriculum Map c. Monitoring students' performance via school information system d. Monitoring the Summative Assessment Results as well as internal assessment (NWEA's MAP) results e. Department meetings, grade level meetings, and PLCs on Wednesdays. f. Teacher evaluations using Teachboost that includes Self-assessment, Goal-setting, informal observations, summative assessment, peer-observations, and more.	a. Four times per semester b. Bi-weekly c. Weekly d. Quarterly e. Bi-monthly f. Twice a year
Continuation of the employment of the existing office manager	a. Monthly Task Checklist b. Staff evaluations using Teachboost that includes Self-assessment, Goal-setting, informal observations, summative assessment, and more.	a. Monthly b. Twice a year

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Summer School	a. Teachers will conduct pre and post assessments through IXL b. Closely monitoring the number of completed assignments (nextgen math and Myon).	a. At beginning and end of the summer program b. At the end of the summer program
Extended School Year	a. Teachers will conduct pre and post assessments b. Teachers will hold review and re-teach sessions pertaining to the previous year's academic information loss.	a. At the beginning of the school year, during the first two weeks of the school b. Twice a year
Saturday School	Progress for the Saturday school will be monitored by checking academic, attendance and behavioral performance data for students via online resources on platforms including IXL (math), ALEKS, school grades, attendance, and behavior data on Infinite Campus, Google Classroom, and Panorama Surveys.	Progress will be monitored weekly as well as monthly for Saturday School.
After School	Progress for the After School will be monitored by checking academic, attendance and behavioral performance data for students via online resources on platforms including IXL (math), ALEKS, school grades, attendance, and behavior data on Infinite Campus, Google Classroom, and Panorama Surveys.	Progress will be monitored weekly as well as monthly for After School.

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
    - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at https://www.cde.ca.gov/fg/cr/arpact.asp.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
    - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

        - **Tier 1 – Strong Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
        - **Tier 2 – Moderate Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
        - **Tier 3 – Promising Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
        - **Tier 4 – Demonstrates a Rationale**: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
    - **For additional information please see the Evidence-Based Interventions Under the ESSA web page at https://www.cde.ca.gov/re/es/evidence.asp.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
    - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
    - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
    - Any activity authorized by the Adult Education and Family Literacy Act;
    - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
    - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
    - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
    - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
    - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
    - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
    - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
    - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
    - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
    - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
  - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
  - Implementing evidence-based activities to meet the comprehensive needs of students,
  - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
  - Tracking student attendance and improving student engagement in distance education;

  Note: A definition of "underserved students" is provided in the Community Engagement section of the instructions.
- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of "Not Applicable" in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
    - For purposes of this requirement “underserved students” include:
        - Students who are low-income;

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
    - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: https://www2.ed.gov/documents/coronavirus/reopening-2.pdf.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “$0”.

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-7	Meagan Wittek Principal	mwittek@magnoliapublicschools.org (818) 886-0585

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
LCAP 2021-22	School website: http://www.magnoliapublicschools.org/ourpages/auto/2016/2/16/35300689/MSA-7%20LCAP%202021-22.pdf?rnd=1624901676000
ELOG 2021	School Website: http://www.magnoliapublicschools.org/ourpages/auto/2021/9/9/63010704/MSA7-2021_Expanded_Learning_Opportunities_Grant_Plan_Magnolia_Science_Academy_7_20210809%20_1_.pdf?rnd=1631204092000

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA
$626,693

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	$376,500
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	$210,193
Use of Any Remaining Funds	$40,000

Total ESSER III funds included in this plan

$626,693

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

- Presentation and draft of plan was shared with school staff members during staff meeting held on October 13, 2021. Staff were sent a Google form and allotted time to provide feedback on the proposed usages of the ESSER III funds.
- Presentation and draft of plan was shared with parents during the Parent Task Force meeting held on October 15, 2021. Parents were sent a Google form and allotted time to provide feedback on the proposed usages of the ESSER III funds.
- The Administration team met on October 18, 2021 to review the staff and family feedback and make adjustments to the plan accordingly.

A description of how the development of the plan was influenced by community input.

- Feedback from Staff: recommended not using the funding for the IT Coordinator position, doesn't feel this is a necessary position; requested we do not extend the arc afterschool program hours past 6:00pm; use the fund to hire a school psychologist
- Feedback from Parents: asked if these funds could be used to install shade structures on the playground
- Changes to plan based on feedback from all groups: Based on the limited feedback we received, the administration team decided not to change the existing plan for usage of the money. With the increase in technology devices and all students having their own Chromebook and for future technology planning, and IT Coordinator is necessary and this funding will allow us to secure that position for the next couple of year. Regarding the after school program extension, the staff member didn't understand that we meant this was for minimum days and their coverage would start earlier in the day rather than extending the hours past 6:00pm. Psychologist position has been posted since August and only one person has applied, we're currently using a third party vendor for psychology needs, funding for position has already been budgeted for. The parent feedback about using the funds for the playground shading was a good suggestion and although an allowable expense, we would like to move forward with the fundraising campaign being launched next week for the shading project and see what funding we're able to acquire first

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.
For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning
$376,500

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 2	Hiring an IT coordinator	Support students and staff with increased IT needs including student chromebooks, upgraded internet, additional online resources, Independent Study student support, etc.	$156,000
LCAP, Goal 1, Action 3	Hiring a nurse from a third party vendor (Cross Country Education)	Nurse on site to assist with student health and safety, COVID compliance and testing and health screening/symptom checks	$50,500
LCAP, Goal 4, Action 2	Hiring a full time PACE Coordinator	Parent and Community Engagement Coordinator to focus on family resources, support, student SEL events, enrollment, etc.	$100,000
LCAP, Goal 1, Action 3	Facility improvements, maintenance, and upgrades	Bi-monthly service of HVAC Systems; replacement of windows and doors for better ventilation	$70,000

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

$210,193

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 2, Action 3	Hiring a part time intervention teacher	Intervention teacher will support small groups of students through data driven, targeted intervention in ELA and Math foundational skills	$120,000
2021 ELOG	Summer Learning Academy	Summer academic program during the month of July each year; open to all students, focus on ELA, Math and Science; allocated money covers cost of staff salaries, supplies, snacks, and other items needed to run the program efficiently	$50,000
LCAP, Goal 4, Action 3	Counseling Services for students through third party	Continue to provide counseling services for students as needed at no cost to the families; community partnership	$16,193

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	vendor (Mitchell Family Clinic)	with CSUN Mitchell Family Clinic allows us to keep the costs low and more students to be served	
2021 ELOG	Comprehensive After School/Extended Day with third party vendor	Additional cost to subsidize ASES grant to extend hours for Wednesdays minimum day schedule	$24,000

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions
$40,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 3, Action 3	Purchase of Interactive TV screens for classrooms	Interactive TV panels to be used in place of projectors and document cameras to increase student engagement and interaction; support visual learning for ELD and SPED students	$30,000
LCAP, Goal 3, Action 3	Purchase & installation of Fiber Optic Internet Switches	Improved internet speed and efficiency to support student and staff devices, online resources and technology supports	$10,000

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA's plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
IT Coordinator	• Technology usage reports • Digital program and testing usage reports • Zendesk tickets for IT support	• Weekly • Quarterly • Bi-weekly
Nurse	• Office referrals • COVID testing reports and data • Timecards	• Daily • Weekly • Weekly
PACE Coordinator	• Enrollment applications • Stakeholder surveys • Meeting attendance sheets	• Monthly • Once per semester • Monthly
Facility improvements, maintenance, upgrades	• Identified HVAC replacement schedule/timeline • Replacement schedule HVAC filters • Bi-Monthly cleaning and sanitation schedules • Identified windows to be replaced	• On-going • Replacement per/CDC guidance • Daily, weekly, monthly schedule per CDC/LACDH guidance • Initial
Summer Learning Academy	• MAP Standards Mastery assessments will be administered to students in grades TK-5 in -ELA and Math to measure student progress on specific standards addressed during summer learning academy. • SBAC IAB-performance tasks for ELA and Math • SBAC data • Student's reading and math performance levels	• Three times annually • Monthly • Annually • Pre/Post assessments per unit

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Part-time Intervention Teacher	• Goal setting with students • Teacher meetings • Formative assessment data • MAP, IAB, SBAC	• Each semester • Monthly • Weekly • Quarterly/Annually
Counseling for Students	• Student referrals • Check-in meetings with admin and counselors • Academic and behavior referrals	• As needed • Weekly • Weekly
Extended After School Hours through ARC	• Student applications for program • Stakeholder surveys • Student academic data	• Ongoing • Once per semester • Weekly
Interactive TV Panel Screens for Classrooms	• Student attendance and engagement levels • Academic performance levels for ELD and SPED students measured by formative and summative data • Stakeholder surveys	• Weekly • Weekly/Monthly/Annually • Once per semester
Fiber Optic Internet Switches	• Technology usage reports • Digital program and testing usage reports • Zendesk tickets for IT support	• Weekly • Quarterly • Bi-weekly

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
    - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at https://www.cde.ca.gov/fg/cr/arpact.asp.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
    - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

        - **Tier 1 – Strong Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
        - **Tier 2 – Moderate Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
        - **Tier 3 – Promising Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
        - **Tier 4 – Demonstrates a Rationale**: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
    - **For additional information please see the Evidence-Based Interventions Under the ESSA web page at https://www.cde.ca.gov/re/es/evidence.asp.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
    - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
    - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
    - Any activity authorized by the Adult Education and Family Literacy Act;
    - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
    - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
    - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
    - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
    - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
    - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
    - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
    - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
    - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
    - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
  - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
  - Implementing evidence-based activities to meet the comprehensive needs of students,
  - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
  - Tracking student attendance and improving student engagement in distance education;

  Note: A definition of "underserved students" is provided in the Community Engagement section of the instructions.
- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of "Not Applicable" in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
    - For purposes of this requirement “underserved students” include:
        - Students who are low-income;

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
    - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: https://www2.ed.gov/documents/coronavirus/reopening-2.pdf.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “$0”.

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-Bell	Laura B. Schlottman Principal	lbschlottman@magnoliapublicschools.org (323) 826-3925

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
LCAP 2021-22	School Website: http://www.magnoliapublicschools.org/ourpages/auto/2016/2/16/35300689/MSA-Bell%20LCAP%202021-22.pdf?rnd=1624901682000
ELOG 2021	School Website: http://www.magnoliapublicschools.org/ourpages/auto/2021/9/9/63010704/MSA8-2021_Expanded_Learning_Opportunities_Grant_Plan_Magnolia_Science_Academy_8_20210809%20_1_.pdf?rnd=1631204092000

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

$1,322,729

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	$470,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	$382,000
Use of Any Remaining Funds	$470,729

Total ESSER III funds included in this plan

$1,322,729

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

Stakeholder were provided with an opportunity to provide feedback on their priorities. Further more, the survey provided options from online 24/7 tutoring to additional staff support and stakeholders voted. Our families are most concern about students returning back to school safely and then about their loss of learning. These survey tools are used to measure the school climate and assess the SEL of the learning community. The data is reviewed by leadership to inform instruction and adopt necessary changes to ensure student growth in academic and social areas. Weekly Coffee with the principal meetings allowed for parent feedback and suggestions. The parent task force (PTF) and SSC also provided feedback on meaningful use of funds.

The following methods are used to communicate with stakeholders and receive feedback on the usage of funds for the Expanded Learning

Opportunities:
Existing meeting structures

- PAC
- SSC/ELAC
- Family Informational Meetings such as Happy Hour Chat with the Principal
- Staff meetings
- Academic Task Force meetings
- Leadership meetings; Principals and Deans

Existing communication means:

- ParentSquare message
- Social media
- Websites
- Weekly Newsletters

A description of how the development of the plan was influenced by community input.

In our weekly meetings with parents the data was shared with them and their voices were heard and it was shared that our school has ESSER III as available resource. Our stakeholders shared how they wanted to utilize the available resources and gave input. Through survey opportunities our parents voted on what was a priority to them. Furthermore, the administrators and staff were provided opportunities to review the NWEA data and identify the areas of need. The leadership team heard the feedback of all staff and generated the options to fulfill those areas of need. Our focus was identified as math, student SEL and safety.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.
For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

$650,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 3	Hiring a Nurse	Nurse onsite to assist with study health, safety, COVID testing and compliance.	$180,000
LCAP, Goal 1, Action 3	Continuation of the employments of the two Campus Aides	Hiring two Campus Aides to support and maintaining COVID 19 mandates and to ensure the student's safety on the campus.	$160,000
LCAP, Goal 4, Action 3	Hiring a full-time counselor	A full-time Counselor will work with higher-tiered students who need more social-emotional support coming back to school during the pandemic.	$240,000
LCAP, Goal 1, Action 3	Facility improvements, maintenance, and upgrades	Classroom furniture, outside lunch tables, and shade to allow for social distancing	$70,000

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

$382,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
2021 ELOG	Summer School Program	Summer school program during the month of July each year; open to all students, focus on ELA, Math and Science; allocated money covers cost of staff salaries, supplies,	$100,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		snacks, and other items needed to run the program efficiently for 2022-23 and 2023-24..	
2021 ELOG	Extended Care and Saturday School	The ESSER III funds will be used to extend actions from the Expanded Learning Opportunities Grant Plan beyond 2022 and through 2024 and will connect with the LCAP, to continue a more robust summer session program.	$70,000
2021 ELOG	Extended School Year	We will use the funds to cover the fiscal impact caused by adding 5 school days to the academic years 2022-23 and 2023-24.	$50,000
2021 ELOG	Paper Tutoring	Online tutoring that is available to all students 24 hours 7 days of week.	$12,000
LCAP, Goal 2, Action 3	Continuation of the employments of the 6 Paraprofessionals	To improve the model of co-teaching and push in support, subjects such as math and English would have a paraprofessional to support SPED students in a general education environment.	$150,000

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

$470,729

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 3, Action 5	Instruments (Music Class)	Students need opportunities to learn to play an instrument. While students were online the music program was took a huge hit. MSA 8 wants to engage students in playing at least one preferred instrument by the time the students graduate.	$10,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 3, Action 3	Chromebooks and technology upgrades	The IT department will need to start upgrading some inventory and fixing broken Chromebooks.	$20,000
LCAP Goal 1 Action 2, LCAP Goal 2 Action 1, LCAP Goal 2 Action 3, LCAP Goal 2 Action 5, LCAP Goal 4 Action 2, LCAP Goal 4 Action 3, & LCAP Goal 4 Action 5	Continuation of the employments of the ESSER II Funded faculty/staff	Continuation of the contract with supervision teams and staff whose salary is covered under ESSER II.	$440,729

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA's plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Hiring a full-time counselor	Counselor will provide updates on their case load of students that they are meeting.	Monthly
Continuation of the employments of the two campus aides	Campus Aides will provide updates to dean of students. They will help reinforce safety rules and assist during discipline situations.	Daily/Weekly/Monthly
Extended School Year	Analyzing student achievement data based on NWEA MAP and SBAC results at the end of the following school year.	Fall, Winter and Spring
Hiring a Nurse	A nurse will support our safety protocols that are mandated by the state and local health agencies.	Every Two Weeks

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Summer School Program	Progress for the Summer School Program will be monitored by checking academic, attendance and behavioral performance data for students via online resources on platforms including: IXL (math), class grades, attendance, and behavior data on Infinite Campus, Google Classroom, Panorama Surveys	Progress for the Summer School will be monitored weekly as well as monthly for this action
Facility Improvements, maintenance, and upgrades.	The plant manager has shared that to maintain distance we are in need of lunch tables and student benches. Additionally, we will need structured shade to ensure that our students are safe.	Annually
Paper Tutoring	Students have access to 24 hours, 7 days of week tutoring online. Students are able to access this program at home and at school.	Monthly
Continuation of the employments of the 6 Paraprofessionals	The learning loss requires that students receive more support and guidance than ever. A lot of our students missed out on learning elementary classroom procedures. Paraprofessionals support our most at risk subgroups. Progress of the Paraprofessionals providing focused Math and ELA support will be monitored by checking academic, attendance and behavioral performance data for students who are receiving focused push in and after school support via online resources on platforms including: • IXL (math) • Khan Academy • NWEA / MAP (math and ELA) • Class grades, attendance and behavior data on Infinite Campus • Google Classroom	Progress will be monitored weekly as well as monthly
Instruments (Music Class)	During the pandemic, the instruments were not used and our equipment need to be fixed and	Quarterly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	we need to renovated to strengthen our program, as it was before.	
Chromebooks and technology upgrades	During the pandemic our Chromebook usage increased and tear and wear has affected our supplies. We currently are in need to update our inventory as our technology is becoming outdates.	Annually
Continuation of the employments of the ESSER II Funded Faculty/staff	a. Informal Classroom Observations b. Monitoring Lesson Plans and Curriculum Map c. Monitoring students' performance via school information system d. Monitoring the Summative Assessment Results as well as internal assessment (NWEA's MAP) results e. Department meetings, grade level meetings, and PLCs on Wednesdays. f. Teacher evaluations using Teachboost that includes Self-assessment, Goal-setting, informal observations, summative assessment, peer-observations, and more.	a. Four times per semester b. Bi-weekly c. Weekly d. Quarterly e. Bi-monthly f. Twice a year
Extended Care and Saturday School	Progress for the Saturday School will be monitored by checking academic, attendance and behavioral performance data for students via online resources on platforms including: IXL (math), class grades, attendance, and behavior data on Infinite Campus, Google Classroom, Panorama Surveys	Progress for Saturday school will be monitored monthly

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
    - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at https://www.cde.ca.gov/fg/cr/arpact.asp.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
    - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

        - **Tier 1 – Strong Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
        - **Tier 2 – Moderate Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
        - **Tier 3 – Promising Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
        - **Tier 4 – Demonstrates a Rationale**: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
    - **For additional information please see the Evidence-Based Interventions Under the ESSA web page at https://www.cde.ca.gov/re/es/evidence.asp.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
    - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
    - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
    - Any activity authorized by the Adult Education and Family Literacy Act;
    - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
    - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
    - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
    - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
    - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
    - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
    - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
    - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
    - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
    - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
  - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
  - Implementing evidence-based activities to meet the comprehensive needs of students,
  - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
  - Tracking student attendance and improving student engagement in distance education;

  Note: A definition of "underserved students" is provided in the Community Engagement section of the instructions.
- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of "Not Applicable" in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
    - For purposes of this requirement “underserved students” include:
        - Students who are low-income;

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
    - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: https://www2.ed.gov/documents/coronavirus/reopening-2.pdf.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “$0”.

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy - Santa Ana	Steven Keskinturk, Campus Director, Secondary Principal Maria Rowell, Elementary Principal	skeskinturk@magnoliapublicschools.org (714) 479-0115 mrowell@magnoliapublicschools.org (562) 508-8061

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
LCAP 2021-22	School Website:http://www.magnoliapublicschools.org/ourpages/auto/2016/2/16/35300689/MSA-Santa%20Ana%20LCAP%202021-22.pdf?rnd=1624901692000
ELOG 2021	School website:http://www.magnoliapublicschools.org/ourpages/auto/2021/9/9/63010704/MSASA-2021_Expanded_Learning_Opportunities_Grant_Plan_Magnolia_Science_Academy_-_Santa_Ana_20210819.pdf?rnd=1631204093000

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

$1,764,828

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	$1,411,828
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	$353,000
Use of Any Remaining Funds	$0

Total ESSER III funds included in this plan

$1,764,828

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

Stakeholder collaboration has been a priority for Magnolia Science Academy Santa Ana in the development of the schoolwide action plan/LCAP and ESSER III funds. In an effort to engage all stakeholders in the review of the student data and the development of the school-wide action plan, collaborative meetings have taken place regularly. Some of the meetings we held are the weekly Second Cup Of Coffee with the Principal meetings, Town Hall meetings, Parent Task Force meetings, School Site Council meetings, Department meetings, and Grade Level Meetings.

MSA-Santa Ana has provided many community engagement opportunities during the 2020-2021 school year to gather feedback to inform the development of the Expanded Learning Opportunities Grant Plan (ELOG) and the Local Control Accountability Plan (LCAP). The feedback that we received for the ELOG and LCAP is used in the development of this ESSER III expenditure plan. In addition, we received feedback from MSA-Santa Ana staff during our regular staff meeting, and we received feedback from parents, students, and community members

during School Site Council Meeting. We will have our ESSER III plan presented during a regular MPS Governing board meeting for public comment as well.

A description of how the development of the plan was influenced by community input.

We used the feedback from the community engagement and incorporated this feedback into developing strategies for addressing the loss of instructional time and providing additional support to all MSA-Santa Ana students. Current feedback and feedback for the development of ELOG and LCAP are aligned, including the commitment to in-person learning, small group instruction opportunities, providing strong counseling support, hiring additional staff members, intervention, enrichment opportunities, Saturday school, extended school year, summer school opportunities, facility improvements and maintenance. The ESSER III plan incorporates this feedback and continues to build on the ELOG and LCAP to provide safe and continuous in-person learning and addressing the social-emotional, and academic needs of our students.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.
For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

$1,411,828

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 3	Facility improvement, Lunch Area	ESSER III funds will be used to purchase furniture, lunch benches, and shading to enable the operation of schools to reduce the risk of virus transmission and exposure to	$350,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		environmental health hazards and to support student health needs in the lunch areas.	
LCAP, Goal 1, Action 3	Facility improvement, campus	The funds will be used to improve outdoor areas to avoid dust, make more room for students to have more spacing during outdoor activities, and add fences to have controlled small grouping and a controlled entrance to avoid close contact	$170,000
LCAP, Goal 1, Action 3	Facility improvement, maintenance and upgrades	ESSER III funds will be used to purchase additional in-door and out-door trash bins and hand sanitizer stations to improve cleanness at the campus to reduce the risk of virus transmission to support student health needs in the lunch areas.	$15,828
LCAP, Goal 1, Action 3	Facility improvement, Gym	The funds will be used to purchase lockers and gym benches to allow spacing between students during physical education and other gym activities	$25,000
ELOG 2020-21, LCAP, Goal 2, Action 1	Keeping core subject teachers	The funds will be used to temporarily expand our staffing and maintain the staffing that was available during the 2021-2022 school year. Funds will be used to cover the salaries of our ELA and Science teachers. With the use of the ESSER III finds, MSA Santa Ana was able to decrease the average number of students in the classrooms so that the potential exposure to COVID 19 virus has been decreased.	$295,000
LCAP, Goal 2, Action 1	Hiring core subject teachers	The funds will be used to temporarily expand our staffing and maintain the staffing that was available during the 2021-2022 school year. Funds will be used to cover the salaries of our History teachers. With the use of the ESSER III finds, MSA Santa Ana was able to decrease the average number of students in the classrooms so that the potential exposure to COVID 19 virus has been decreased.	$187,000
ELOG 2020-21, LCAP, Goal 4, Action 3	Hiring social worker	The funds will be used to temporarily expand our supporting staff. Funds will be used to hire a social worker to be able to support the students with their social-emotional needs.	$57,000
LCAP, Goal 1, Action 3	Keeping the existing custodian	The amount will be used to keep the existing custodian for MSA Santa Ana.	$126,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 4, Action 3	Keeping the existing office clerk	The amount will be used to keep the existing office clerk for MSA Santa Ana.	$111,000
LCAP, Goal 4, Action 3	Expending office clerk	The funds will be used to temporarily expand our office clerk staffing for the academic years 2021-22 and 2022-23	$75,000

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

$353,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 2, Action 3	Saturday School and Academic Programs during Breaks	ESSER III funds will be used to cover Saturday School and academic programs during breaks	$193,000
ELOG 2021	Summer school	ESSER III funds will be used to cover summer school for 2022-23 and 2023-24.	$160,000

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

$0

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA's plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Facility improvement, Lunch Area LCAP, Goal 1, Action 3	a. Installation of shade structure on both elementary and secondary sides b. purchasing and installation of additional lunch benches	a. upon completion b. upon completion
Facility improvement, campus LCAP, Goal 1, Action 3	a. installation of fences b. installation of artificial grass on uncovered dusty grounds c. installing additional basketball hoops	a. upon completion b. upon completion c. upon completion
Facility improvement, maintenance and upgrades LCAP, Goal 1, Action 3	a. purchasing more sturdy and sanatory indoor and outdoor trash bins b. purchasing outdoor sturdy and stable hand sanitizer stations	a. upon completion b. upon completion
Facility improvement, Gym LCAP, Goal 1, Action 3	a. installation of lockers in the locker rooms b. purchasing portable gym benches	a. upon completion b. upon completion
Keeping core subject teachers	a. Informal Classroom Observations b. Monitoring Lesson Plans and Curriculum Map	a. Four times per semester b. Bi-weekly c. Weekly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
ELOG 2020-21, LCAP, Goal 2, Action 1	c. Monitoring student's performance via school information system d. Monitoring assessment results (NWEA's MAP) e. Department meetings, grade-level meetings, and PLCs on Wednesdays. f. Teacher evaluations using TeachBoost that include Self-assessment, Goal-setting, informal and formal observations, summative assessment, peer observations.	d. Quarterly e. Bi-monthly f. Twice a year
Hiring core subject teachers LCAP, Goal 2, Action 1	a. Informal Classroom Observations b. Monitoring Lesson Plans and Curriculum Map c. Monitoring student's performance via school information system d. Monitoring assessment results (NWEA's MAP) e. Department meetings, grade-level meetings, and PLCs on Wednesdays. f. Teacher evaluations using TeachBoost that include Self-assessment, Goal-setting, informal and formal observations, summative assessment, peer observations.	a. Four times per semester b. Bi-weekly c. Weekly d. Quarterly e. Bi-monthly f. Twice a year
Hiring social worker ELOG 2020-21, LCAP, Goal 4, Action 3	a. Staff evaluations using TeachBoost that includes Self-assessment, Goal-setting, and informal observation	a. Twice a year
Keeping the existing custodian LCAP, Goal 1, Action 3	a. Staff evaluations using TeachBoost that includes Self-assessment, Goal-setting, and informal observation	a. Twice a year
Keeping the existing office clerk LCAP, Goal 4, Action 3	a. Staff evaluations using TeachBoost that includes Self-assessment, Goal-setting, and informal observation	a. Twice a year

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Expending office clerk LCAP, Goal 4, Action 3	a. Staff evaluations using TeachBoost that includes Self-assessment, Goal-setting, and informal observation	a. Twice a year
Saturday School and Academic Programs during Breaks LCAP Goal 2, Action 3	a. Teachers will monitor pre and post assessments (Fall MAP and Spring MAP) b. Teachers will take attendance	a. In fall and in spring b. Weekly
Summer school ELOG 2021	a. Teachers will conduct pre and post-assessments b. Closely monitoring the number of completed credit recovery courses through Edgeunity	a. At beginning and end of the summer program b. At the end of the summer program

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
    - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at https://www.cde.ca.gov/fg/cr/arpact.asp.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
    - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

        - **Tier 1 – Strong Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
        - **Tier 2 – Moderate Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
        - **Tier 3 – Promising Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
        - **Tier 4 – Demonstrates a Rationale**: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
    - **For additional information please see the Evidence-Based Interventions Under the ESSA web page at https://www.cde.ca.gov/re/es/evidence.asp.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
    - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
    - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
    - Any activity authorized by the Adult Education and Family Literacy Act;
    - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
    - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
    - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
    - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
    - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
    - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
    - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
    - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
    - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
    - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
  - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
  - Implementing evidence-based activities to meet the comprehensive needs of students,
  - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
  - Tracking student attendance and improving student engagement in distance education;

  Note: A definition of "underserved students" is provided in the Community Engagement section of the instructions.
- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of "Not Applicable" in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
    - For purposes of this requirement “underserved students” include:
        - Students who are low-income;

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
    - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: https://www2.ed.gov/documents/coronavirus/reopening-2.pdf.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “$0”.

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy San Diego	Gokhan Serce Regional Director and Principal	gserce@magnoliapublicschools.org (619) 644-1300

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
LCAP 2021-22	School Website: https://www.magnoliapublicschools.org/ourpages/auto/2016/2/16/35300689/MSA-San%20Diego%20LCAP%202021-22.pdf?rnd=1624901686000
ELOG 2021	School Website: https://www.magnoliapublicschools.org/ourpages/auto/2021/9/9/63010704/MSASD-2021_Expanded_Learning_Opportunities_Grant_Plan_Magnolia_Science_Academy_-_San_Diego_20210809%20_2_.pdf?rnd=1631204093000

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

$374,710

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	$205,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	$169,710
Use of Any Remaining Funds	$0

Total ESSER III funds included in this plan

$374,710

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

MSA- San Diego incorporates numerous manners to solicit feedback from our various stakeholder groups, including parents/guardians, staff, and students, in order to seek input related to the possible different options which are available for the utilization of the fiscal resources attached to the ESSER III. Amongst these means are the below:

- Weekly All Staff PD meetings
- Weekly Grade Level meetings
- Weekly SPED Department meetings
- Weekly Local Leadership Meetings
- Weekly Admin meetings
- Weekly MTSS SEL Committee meetings

- Weekly MPS Academic Task Force meetings with central office
- Weekly Health and Safety Meetings
- Leadership meetings with home office
- Weekly Meetings with EL, 504, SPED and support staff meetings
- Weekly Office Staff meetings
- Coffee with the Principal meetings
- Monthly Dean of Academics meetings with all MPS deans
- Monthly Dean of Students meetings with all MPS deans
- Monthly Principal meetings with with all MPS principals
- Biweekly Department meetings
- ELAC meetings
- PTF meetings
- SSC meetings
- Title I meetings
- Weekly Saturday School meetings

In addition, MSA-San Diego utilizes the following tools to disseminate information to stakeholders:

- ParentSquare
- School website
- Email
- Phone calls / voice message
- Social media
- Google Classroom
- Infinite Campus
- Google Forms
- Panorama Education - survey
- Home visits

A description of how the development of the plan was influenced by community input.

Significant feedback from this plan was the result of community input from various stakeholder groups. One of the recommendations is the decision to add second school custodian, which was shared by parents, students and staff through surveys, focus group meetings and coffee with the principal meetings. Also during local leadership meeting and all staff PD in September, MSA -San Diego staff recommended to have an additional paraprofessional to support the students who experience learning loss. Input from all the stakeholders helped us create a plan that addresses the immediate needs of our community.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.
For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

$205,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 2021 Goal 1, Action 3	Hiring a custodian	Salary and benefits for one additional custodian for 22-23 and 23-24 School Years	$108,750
2021 ELOG Plan, Supplemental Instruction and Support Strategies	Continuation of the employment of the school psychologist	Continuation of the employment of the full time school psychologist by paying the cost of 50% of Salary and benefits for one full-time school psychologist for 2022-23 and 2023-24 school years	$96,250

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

$169,710

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
2021 ELOG Plan, Supplemental Instruction and Support Strategies	Continuation of the employment of the paraprofessional	Continuation of salary and benefits for one current paraprofessional into 2022-23 and 2023-24 school years. Additional Para Professional will provide focused Math and ELA support to address learning loss. The support will take place as push in support during the day and also as small group Math and ELA support after school.	$96,250
LCAP 2021 Goal 2 Action 3; Also aligned with 2021 ELOG Plan, Supplemental Instruction and Support Strategies	Summer School	Continue to provide Summer schools during 2022-23 and 2023-24 academic years	$50,000
LCAP 2021 Goal 2 Action 3; Also aligned with 2021 ELOG Plan, Supplemental Instruction and Support Strategies	Saturday School	Increase frequency of Saturday schools: during 2022-23 and 2023-24 academic years	$23,460

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

$0

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA's plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Summer school	Progress will be monitored by checking academic, attendance and behavioral performance data for students via online resources on platforms including: • iXL (math) • Khan Academy • NWEA / MAP (math and ELA) • grades, attendance and behavior data on Infinite Campus • Google Classroom • Panorama Surveys	Progress will be monitored daily and weekly for this action during the summer school
Saturday School	Progress will be monitored by checking academic, attendance and behavioral performance data for students via online resources on platforms including: • iXL (math) • Khan Academy • NWEA / MAP (math and ELA) • grades, attendance and behavior data on Infinite Campus	Progress will be monitored monthly for this action

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	• Google Classroom • Panorama Surveys	
Continuation of the employment of the paraprofessional	Progress of Additional Para Professional providing focused Math and ELA support will be monitored by checking academic, attendance and behavioral performance data for students who are receiving focused push in and after school support via online resources on platforms including: • iXL (math) • Khan Academy • NWEA / MAP (math and ELA) • grades, attendance and behavior data on Infinite Campus • Google Classroom	Progress will be monitored weekly and monthly.
Hiring a custodian	Progress will be monitored by checking student attendance and survey data through Infinite Campus and Panorama Survey.	Progress will be monitored weekly, monthly, and end of each semester.
Continuation of the employment of the school psychologist	Progress will be monitored by checking academic, attendance and behavioral performance data for students via online resources on platforms including: • NWEA / MAP (math and ELA) • grades, attendance and behavior data on Infinite Campus • Google Classroom (SEL Lesson Participation) • Panorama Surveys (SEL and Annual Surveys)	Progress will be monitored weekly, monthly, and end of each semester.

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
    - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at https://www.cde.ca.gov/fg/cr/arpact.asp.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
    - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

        - **Tier 1 – Strong Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
        - **Tier 2 – Moderate Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
        - **Tier 3 – Promising Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
        - **Tier 4 – Demonstrates a Rationale**: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
    - **For additional information please see the Evidence-Based Interventions Under the ESSA web page at https://www.cde.ca.gov/re/es/evidence.asp.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
    - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
    - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
    - Any activity authorized by the Adult Education and Family Literacy Act;
    - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
    - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
    - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
    - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
    - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
    - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
    - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
    - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
    - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
    - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
  - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
  - Implementing evidence-based activities to meet the comprehensive needs of students,
  - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
  - Tracking student attendance and improving student engagement in distance education;

  Note: A definition of "underserved students" is provided in the Community Engagement section of the instructions.
- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of "Not Applicable" in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
    - For purposes of this requirement “underserved students” include:
        - Students who are low-income;

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
    - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: https://www2.ed.gov/documents/coronavirus/reopening-2.pdf.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “$0”.

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

Cover Sheet

Approval of Comprehensive Safety Plans for Magnolia Science Academy-5 & Magnolia Science Academy-6

Section: III. Action Items
Item: B. Approval of Comprehensive Safety Plans for Magnolia Science Academy-5 & Magnolia Science Academy-6
Purpose: Vote
Submitted by:
Related Material: Comprehensive Safety Plans for MSA-5 & MSA-6.pdf

Board Agenda Item #	III B: Action Item
Date:	October 28, 2021
To:	Magnolia Public Schools – Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Jason Hernandez, Director of Student Services
RE:	Approval of Comprehensive Safety Plans for MSA-5 & MSA-6

Proposed Board Recommendation

I move that the Magnolia Public Schools Board of Directors approve the comprehensive school safety plans for Magnolia Science Academy-5 & Magnolia Science Academy-6.

Introduction

Per California Education Code 32280-32289.5, all public and charter schools are required to create a comprehensive school safety plan. The various components are outlined in the CDE website, https://www.cde.ca.gov/ls/ss/vp/documents/schoolsafetyplanchklist.pdf.

Background

Due to the re-location of MSA 5 and MSA 6, home office staff recommended a revision of the comprehensive safety plan due to the substantial changes. MSA 5 is located on the campus of MSA 1, and MSA 6 is co-located with Pio Pico Middle School. MSA 6 co-location requires the adoption of the LAUSD Integrated Safe School Plan. This item and supporting documents are presented as information to be reviewed by the MPS Board. Comprehensive Safety Plans are dynamic documents. These can change throughout the year as the team assesses situations and the needs of the school community.

There are sections of the document that has been omitted from the public view of the safety plan due the safety of the members of the school community.

Budget Implications

Not applicable

Exhibits (Attachments):

- Compliance Tool for a Comprehensive School Safety Plan California *Education Code* sections 32280–32289.5..... Pg. 3
- MSA 6 Comprehensive School Safety Plan..... Pg. 9
- MSA 6 Integrated Safe School Plan Quick Reference Guide..... Pg. 88
- LAUSD Integrated Safe School Pan – Pio Pico Middle School..... Pg. 99
- MSA 5 Comprehensive School Safety Plan..... Pg. 289
- MSA 5 Integrated Safe School Plan Quick Reference Guide..... Pg. 383

Compliance Tool for a Comprehensive School Safety Plan
California *Education Code* sections 32280–32289.5
Required and Recommended Components for a Comprehensive School Safety Plan

Note: This tool is designed to assist schools in developing and updating Comprehensive School Safety Plans (CSSPs). Use of this tool is optional. Each school, school district, and county office of education is responsible for compliance and familiarity with all sections of California *Education Code* sections 32280–32289.5.

Section 32280	**Mandate Met**	**Comments, Suggested Details** (resources, activities, etc.)
It is the intent of the Legislature that all school staff be trained on the CSSP	Include date and plan	Comments

Section 32281	**Mandate Met** (date, plan)	**Comments, Suggested Details** (resources, activities, etc.)
(b)(1) Plan is written and developed by a school site council (SSC) **(2)** The SSC may delegate this responsibility to a safety planning committee made up of principal/designee, teacher, parent of child who attends the school, classified employee, and others, if desired	Include date and plan	Include planning committee roster
(b)(3) SSC/Planning Committee consulted with a representative from a law enforcement agency, a fire department, and other first responder entities in the writing and development of the CSSP The CSSP and any updates made to the plan must be shared with the law enforcement agency, the fire department, and the other first responder entities Effective January 1, 2019, Assembly Bill 1747 expanded the requirements of this section as noted here	Include date and agencies	Comments

Section 32282	**Mandate Made** (date, plan)	**Comments, Suggested Details** (resources, activities, etc.)
(a) CSSP includes, but is not limited to the following:	Include date and plan	Comments
(1) An assessment of the current status of school crime at the school and at school-related functions that may be accomplished by reviewing one or more of the following types of information, is included: • Office Referrals • Attendance rates/School Attendance Review Board • Suspension/Expulsion data • California Healthy Kids Survey • School Improvement Plan • Local law enforcement juvenile crime data • Property Damage data	Include date and plan	Describe the data reviewed and key analysis points, and table of findings Document how this information was shared with SSC/planning committee
(2) Appropriate strategies and programs that provide and maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety are identified. These include but are not limited to the following:	Include date and plan	Additional items to consider: Threat Assessment Student Support Teams
(A) Child Abuse Reporting procedures	Include date and plan	Include board policy and site-specific steps
(B) Disaster procedures, routine and emergency plans, and crisis response plan are developed and include adaptations for pupils with disabilities and the following:	Include date and plan	Use the Standardized Emergency Management System as detailed in the California Emergency Services Act 8607 and the supporting *California Code of Regulations*

Section 32282	**Mandate Made** (date, plan)	**Comments, Suggested Details** (resources, activities, etc.)
(i) Earthquake emergency procedure system that includes: (I) A school building disaster plan **Note:** Building disaster plan emergency procedures and drills for the following situations that may be associated with an earthquake or other emergency event should be developed and adapted to each school's needs and circumstances in collaboration with first responders and community partners. These situations may include but are not limited to: Fire; Relocation/Evacuation; Bomb Threat; Bioterrorism/Hazardous Materials; Earthquake; Flood; Power Failure/Blackout; Intruders/Solicitors; Weapons/Assault/Hostage; Explosion; Gas/Fumes (II) a drop procedure (students and staff take cover) drop procedure practice must be held once each quarter in elementary; once each semester in secondary schools (III) protective measures to be taken before, during, and after an earthquake (IV) a program to ensure that pupils, and certificated and classified staff are aware of and are trained in the procedures	Include date and plan	Detail response procedures may include: • Lock Down • Secure School • Active intruder or other threat(s) Describe information on training and exercise drills
(ii) Procedures are established to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency	Include date and plan	Comments
(C) Suspension/Expulsion policies and procedures	Include date and plan	Refer to board policy, include site-specific steps, if needed
(D) Procedures to notify teachers of dangerous pupils	Include date and plan	Refer to board policy, include site-specific steps, if needed

Section 32282	**Mandate Made** (date, plan)	**Comments, Suggested Details** (resources, activities, etc.)
(E) Discrimination and Harassment Policy that includes hate crime reporting procedures and policies	Include date and plan	Include complaint and investigation procedure
(F) If a Schoolwide Dress Code exists, include prohibition of gang-related apparel	Include date and plan	Comments
(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school site		Reference campus visitor policies. Other items may include but are not limited to: crossing guard program, safe routes to school, pedestrian, vehicle and bicycle policies, traffic safety
(H) Maintain a safe and orderly environment conducive to learning at the school	Include date and plan	Comments
(I) Rules and procedures on school discipline are established	Include date and plan	Comments
(J) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions must be developed. The procedures to prepare for active shooters or other armed assailants are based on the specific needs and context of each school and community **Note:** Effective January 1, 2019, AB 1747 requires the inclusion of these procedures		Consult with local law enforcement partners on developing these procedures
(c) Where practical, consult, cooperate and coordinate with other school site councils or school safety planning committees	Include date and plan	Comments
(d) Evaluate and amend the plan as needed and at least once each year, to ensure the plan is properly implemented An updated file of all non-sensitive safety-related plans and materials is readily available for inspection by the public	School must review, update, and adopt by March 1	Comments

Section 32282	**Mandate Made** (date, plan)	**Comments, Suggested Details** (resources, activities, etc.)
(e) The Legislature encourages that policies and procedures aimed at the prevention of bullying be included in the CSSP **Note:** Effective January 1, 2019, Assembly Bill 2291 requires local educational agencies to adopt, on or before December 31, 2019, procedures for prevention of acts of bullying, including cyberbullying. The bill does not require that these procedures be placed in the CSSP, however, they may be placed in it AB 2291 requires that schools operated by a school district or county office of education (COE) and charter schools annually make bullying and cyberbullying training available to certificated school site employees and all other employees who have regular interaction with pupils	Include date and plan	Comments The Legislature encourages, and the California Department of Education (CDE) concurs, that these procedures and other related policies be included in the CSSP Online Bullying Prevention Training Programs can be accessed on the CDE Bullying Publication and Resources web page at https://www.cde.ca.gov/ls/ss/se/bullyres.asp

Section 32282.1	**Mandate Made** (date, plan)	**Comments, Suggested Details** (resources, activities, etc.)
(a) Schools are encouraged to include clear guidelines for the roles and responsibilities of the positions listed below (if used by the district): • Mental health professionals, school counselors • Community intervention professionals • School resource officers, police officers on campus **(b)** The guidelines are encouraged to include strategies to create and maintain positive school climate and mental health protocols for the care of students who have witnessed a violent act at any time	Include date and plan	Include school counselors, nurses, coaches, athletic directors, and other positions, if used

Section 32284	**Mandate Made** (date, plan)	**Comments, Suggested Details** (resources, activities, etc.)
Plan **may** include procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school	Include date and plan	Comments

Section 32286	**Mandate Made** (date, plan)	**Comments, Suggested Details** (resources, activities, etc.)
(a) Each school review, update, and adopt its plan by March 1, every year	Include date and plan	See Section 32288 for guidance on school district or COE approval timeline

Section 32288	**Mandate Made** (date, plan)	**Comments, Suggested Details** (resources, activities, etc.)
(a) Submit the plan to school district office or COE for approval	Include date and plan	California Department of Education recommends that the plans be approved within a month of school approval or as soon as possible
(b)(1) Before adopting its CSSP, SSC/Planning Committee presented the school safety plan at a public meeting at the school site that allowed for public opinions	Include date, agenda, and supporting communications	See notification requirements in Section 32288(b)(2) and recommendations in Section 32288(b)(3)
(c) Each school district or COE must annually notify the CDE by October 15 of any schools that have not complied with Section 32281	Written notification to State Superintendent	Comments

Note: This tool is designed to assist schools in developing and updating CSSPs. Use of this tool is optional. Each school, school district, and COE is responsible for compliance and familiarity with all sections and requirements of California *Education Code* sections 32280–32289.5.

California Department of Education January 2021

Magnolia Science Academy 6
1512 Arlington Ave, Los Angeles, CA 90019
P: (310) 842-8555

Comprehensive School Safety Plan

Magnolia Science Academy 6

Magnolia Science Academy 6
1512 Arlington Ave, Los Angeles, CA 90019
P: (310) 842-8555

Comprehensive School Safety Plan

Principal: Mr. James Choe

School Address: 1512 Arlington Ave, Los Angeles, 90019

School Phone Number: (310) 842-8555

Meeting for public input was held on October 15, 2021 at Magnolia Science Academy-6

Plan Adopted by School Site Council on October 15, 2021

Reviewed by Law Enforcement on

Reviewed by Fire Department on

Plan approved by Magnolia Public Schools board on October 28, 2021

MSA 6 Committee Members

Principal	James Choe
Assistant Principal	Jacob Theis
Teacher Rep	Ebonee Mackey
Parent Rep	
School Safety Officer Rep	
Fire Fighting Rep	

This document can be seen for public inspection on our school's website at www.msa6.magnoliapublicschools.org.

Magnolia Science Academy 6
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Public Inspection

Mission and Vision

MPS provides a college preparatory educational program emphasizing science, technology, engineering, arts and math (STEAM) in a safe environment that cultivates respect for self and others. MPS's vision is that graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

MPS has identified the following core values, which are reinforced through the Life Skills curriculum, student learning outcomes (SLOs), and all school activities.

Excellence

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

Innovation

Students will have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest and career plans will support students' college and career readiness. This will include student participation in their four-year plans, after school enrichment programs, STEAM program choice options, adaptive assessments and blended learning strategies, differentiated instruction and differentiated and adaptive assessments.

Connection

School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, community cultivates identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, field trips, life skills classes and coaching to support our overall community-based goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long-term resilience and connection.

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Statement of Purpose

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

- Protect the safety and welfare of students and staff.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

Employee Preparedness

A number of measures are taken on an ongoing basis to ensure that school staff is prepared to respond immediately and appropriately to disasters. These include:

- Review of this Plan and any other emergency policies and procedures;
- Review of an employee's role during an emergency;
- Knowledge of how to conduct and evaluate required drills;
- Familiarity with the layout of buildings, grounds and all emergency procedures;
- Review of the location of all emergency exits, fire extinguishers, fire alarms and emergency equipment and supplies;
- Attend updated training in first aid, CPR, use of fire extinguishers and search and rescue as necessary.

Employee Skills

At the beginning of each school year, all instructional and non-instructional staff will be asked by the School Principal, or his/her designee, to identify those with special skills or experience that may be helpful during an emergency. These employees may be asked to fulfill certain emergency management roles (i.e., first aid, CPR, search & rescue and/or fire extinguisher training & certification).

Instructional staff is responsible for the following:

- Present instruction to students about emergency preparedness plans for the site and student responsibilities in case of a major emergency;
- always Keep attendance sheets readily accessible in order to check attendance in the event of evacuation;
- Update the contents of classroom emergency kit and keep it in a safe, accessible location;
- Participate fully in fire, earthquake and evacuation drills;
- Have planned activities for students for use during periods of confinement during an emergency.

The School Principal, or his/her designee, is responsible for the following:

- Assign employees to roles and responsibilities for an emergency, taking into consideration the skills, abilities and normal functions of employees;
- Ensure that all employees are familiar with the site maps and evacuation plans and are trained in emergency response and preparedness roles and responsibilities;
- Update the list of employees who are trained in first aid, CPR, the use of fire extinguishers, and search and rescue. Arrange for update training as necessary;

- Update as necessary the site floor plan showing evacuation routes and the location of assembly areas, emergency supplies and equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut off valves;
- Ensure that emergency procedures are posted in classrooms, hallways, school office, cafeterias and employee lounges;
- Update the list of any disabled students or employees or those who may need evacuation assistance or other special assistance;
- Test the site warning system and ensure that the system's signal(s) is recognized and understood by employees and students;
- Conduct an inventory of all emergency supplies and equipment and replace used or outdated supplies and equipment;
- Maintain a list of emergency phone numbers in a readily accessible location.

Employee/Student Special Needs

Staff with temporary or permanent impairments of sight, hearing or mobility may self-identify indicating what assistance may be required in the event of an emergency. Students with special needs are identified at the beginning of each school year. Parents are asked to provide written information/instructions concerning specific needs.

Those areas of the school that have employees and/or students with permanent mobility impairments should maintain any necessary evacuation device on each floor where such employees and/or students are located.

Emergency Onsite Personnel

Staff emergency phone contacts will be kept on file at the school office. Staff with specific training in emergency response, safety, CPR, etc. will also be noted on a list kept at the school.

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Assessment of Data

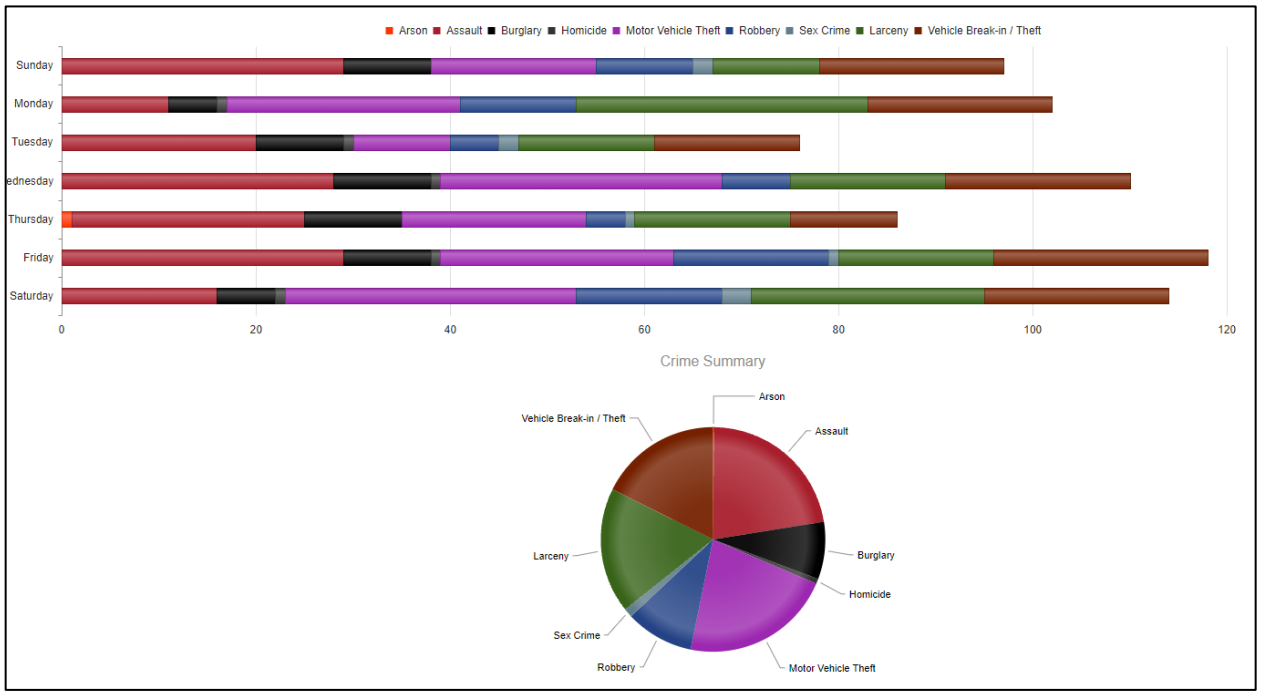
Local Crime Data

Data Source reviewed to develop statistical analysis was local Law Enforcement crime data via crimemapping.com

The top three crime violations in the area of 90019 between August 11, 2021 (first day of school) and October 5, 2021 include:

1. Assault
2. Vehicle Theft
3. Larceny

This data is represented by the following graphic pulled from source website:



School-wide Data

Data regarding school community crime was compiled from Illuminate, Infinite Campus, local records, and logs. Data reviewed on October 6, 2021. The following data was reviewed:

Suspension/Expulsion Data
Student information Data
Behavior Referrals
School Improvement Plan
Property Damage Data
Attendance Rates

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The committee reviewed the data and identified the appropriate strategies and programs that provide high-level school safety. Those programs and strategies include:
Parent/Student Handbook
School Safety Committee
Discipline Committee
Administration
Local School Administration
School Site Council
Parent Task Force
Student Leadership
Local Law Enforcement Collaboration

We will continue to review data in the upcoming academic year to continually revise and identify appropriate strategies and programs that provide/maintain a high level of school safety, both on and off campus.

Child Abuse Reporting

Child abuse shall be reported in compliance with the procedures set forth in the MPS Employee Handbook and in accordance with California law. The reporting of suspected child abuse is mandatory. Our staff will continue to receive training to establish best practices for school personnel to prevent abuse, including sexual abuse, of children on school grounds, by school personnel, or in school-sponsored programs, and post on our department's Internet Web site links to existing training resources, in compliance with EC 44691.

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed daycare facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)
Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Responsibility for Reporting

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the

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mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Reporting Procedures

1. **Initial Telephone Report**
   Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)
   Department of Child and Family Services
   800-540-4000
2. **Written Report**
   Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

Victim Interviews by Social Service and Law Enforcement

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)
The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
The selected person shall not participate in the interview.
The selected person shall not discuss the facts or circumstances of the case with the child.
The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect

Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.
If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of a Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

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Disaster Response Procedures

The purpose of the safety and emergency sections of this Plan is to provide safety and emergency preparedness and response instructions to protect the safety and well-being of students and staff at the time of an emergency. Specific goals include:

1. Protect the safety and welfare of students and staff;
2. Provide for a safe and coordinated response to emergency situations;
3. Protect the school's facilities and property;
4. Enable the school to restore normal conditions with minimal confusion in the shortest time possible;
5. Provide for interface and coordination between the school and local authorities and resources.

Emergency and Crime Response

In the case of an emergency, the general policy is that actions should be taken to allow the school to remain in operation to the extent possible. The situation should be addressed to minimize interruption of normal operations at the school, and students will usually be cared for until regular dismissal time. Where an emergency poses a serious threat to the safety and well-being of students and staff, evacuation will occur until any danger has passed. When necessary, the school may be dismissed by the School Principal or his/her designee. The Home Office will also be informed using the Home Office Support Team (HOST) communication system (refer to HOST Crisis Communication). HOST will also collaborate with the Crisis Management Team and coordinate a response as needed, particularly in the area of mental health support. In the event of the following scenarios, the principal or his/her designee will communicate with stakeholders using the school's mass communication system.

Fire

In the case of a school fire, the following procedures should be implemented:

- Sound building fire alarm.
- Notify the Fire Department by dialing 911. The Fire Department is to be notified of any fires larger in size than a wastebasket. The Fire Department should be given the following information:
    - School name and phone number.
    - Building address, including nearest cross street(s).
    - The exact location of the fire within the building.
- Have students and staff evacuate the building in accordance with established procedures.
- Evacuate to the outdoor assembly area.
- All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor, close to walls, thus making breathing easier and providing direction. Before opening any door, place a hand one inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire to avoid the spread of fire.
- Clear access routes for emergency vehicles. Remain at a safe distance from the fire and away from firefighting equipment.
- Render first aid as necessary.
- Check attendance. Remain with students.

Medical Emergency

Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial 911.

- Medical emergencies involving any student or employee must be reported to the School Principal or his/her designee. Dial 911 or direct someone to do so.

- Provide the following information:
  - School name and phone number.
  - Building address, including nearest cross street(s).
  - Exact location within the building.
  - Your name and phone number.
  - Nature of the emergency.
  - Do not hang up until advised to do so by the dispatcher.
- Notify the school office that an individual has been injured and an ambulance has been called.
- Ask someone to dispatch a first aid/CPR trained employee to the victim.
- Stay calm. Keep the victim warm with a coat or blanket.
- Do not move the victim unless there is a danger of further injury. Do not give the victim anything to eat or drink.
- Draft a written incident report and submit it to the School Principal, or his/her designee, before the end of the next workday.

Earthquakes

Earthquakes strike without warning and the major shock is usually followed by numerous aftershocks, which may last for weeks or months. An earthquake's effect on buildings will vary from building to building.

The major threat of injury during an earthquake is from falling objects and debris, and many injuries are sustained while entering or leaving buildings. Therefore, it is important to remain inside the building and quickly move away from windows, glass, partitions and shelves. In the case of an earthquake, the following procedures should be followed:

- Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give the DROP AND COVER command.
- After shaking stops, check for injuries, and render first aid.
- If ordered by the School Principal or his/her designee, evacuate.
- Do not return to the building.
- Do not light any fires.
- Keep a safe distance from any downed power lines.
- Check attendance whether or not evacuation takes place. Report any missing students to the School Principal, or his/her designee.
- Stay alert for aftershocks.
- Beware that shaking may activate fire alarm or sprinkler systems.
- Elevators and stairways will need to be inspected for damage before they can be used.
- The school principal, or his/her designee, will issue further instructions.
- Certificated and classified school staff are trained annually on emergency earthquake procedures

Assaults

Assaults involve acts of striking or inflicting injury to a person and are regarded as serious matters. Any threat or assault on students or employees should be reported immediately to the School Principal, or his/her designee. The School Principal (or designee) will determine if law enforcement officials should be notified.

If a serious assault occurs:

- Dial 911.
- Seek first aid or medical attention, if indicated.
- Have photographs taken of any injuries.

- Write down a physical description of the assailant (sex, age, height, weight, race, clothing, and any weapon used) as soon as possible after the incident.
- Obtain names and telephone numbers of any witnesses.
- Draft incident report and submit it to the School Principal, or his/her designee.
- School Principal or his /her designee will submit an incident report to the local law enforcement if an incident is serious.

Hazardous Materials

Hazardous material spills may occur inside a building, such as a spill in a chemistry lab. Incidents of disaster magnitude may occur outside, such as a tank truck accident involving large quantities of toxic material.

Procedures:

- If a spill is minor and inside, notify buildings and grounds personnel immediately for cleanup. Open windows for ventilation.
- If a more serious spill occurs inside or outside:
- Call 911. Notify the Fire Department, Emergency Response Unit, and/ or Public Health Department.
- Provide the following:
  - School name.
  - Building address, including nearest cross street(s).
  - Your name and phone number.
  - Location of the spill and/or materials released.
  - Characteristics of the spill (colors, smells, visible gases).
  - Name of substance, if known.
  - Injuries, if any.
  - Notify buildings and grounds personnel.
  - Close all windows and doors if the spill is outside.
- Request that buildings personnel shut off mechanical ventilating systems if it might spread toxic material.
- Remain inside the building unless ordered to evacuate by the Fire Department.
- The Fire Department will advise of further actions to be taken.
- Do not eat or drink anything or apply cosmetics.
- If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought.
- The School Principal, or his/her designee, if necessary, will give approval for student release or site evacuation.

Civil Disturbance

A civil disturbance is any situation where a person or group of persons disrupts operations or threatens the safety of individuals. The following precautionary protective measures should be taken:

- Notify local law enforcement Authorities-Dial 911.
- If participants enter the building, remain calm and do not provoke aggression. Report disruptive circumstances to the school Principal, or his/her designee.
- Do not argue with the participant(s).
- Have all students and employees leave the immediate area of disturbance.
- If the disturbance is outside the building, remain inside the building, unless instructed otherwise by the School Principal or police officials. Lock all doors. Stay away from windows and exterior doors.
- If the disturbance is inside the building, follow procedures for evacuation of the school site.
- Follow further instructions as police officials and other local law enforcement authorities issue them.

- Draft incident report for School Principal, or his/her designee.

Vandalism

The following procedures should be used in the case of school vandalism:

- Notify the school principal or his/her designee.
- Notify building and ground maintenance personnel.
- The School Principal, or his/her designee, will assess the seriousness of the situation and determine the level of assistance needed, including local law enforcement.
- If possible, identify the parties involved.
- Interview witnesses and obtain written statements.
- Document the incident as soon as possible and give the incident report, with any witness statements, to the School Principal or his/her designee.
- Notify parents or legal guardians.
- Determine what disciplinary measures are appropriate (in-house or police involvement).
- Determine any monetary restitution issues and amounts.

Utility or Power Failure

The following procedures should be used in case of utility or power failure:

- Staff and students should remain in the classroom until further instruction.
- Custodial and maintenance personnel should determine the cause of an incident and seek outside assistance if necessary.
- Staff and students outside of a classroom at the time of the incident should report to the main office.
- Building and grounds personnel report to the utility company if necessary.
- If the situation requires long-term maintenance and repair and prevents class activities, the School Principal, or his/her designee, may take measures to dismiss school for the day.
- Where utility failure presents an emergency, evacuation procedures should be implemented immediately.

Bomb Threat

The section of the safety plan, which will be shared with the public, is purposefully omitted as it is an internal reference.

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Explosions

If an explosion occurs at the school, the following procedures should be used:

- Give the DROP AND COVER command.
- Sound building fire alarm. This will automatically implement action to leave the building.
- Notify the Fire Department – Dial 911.
- Provide the following information:
    - School name.
    - Building address, including nearest cross street(s).
    - Exact location within the building.
    - Your name and phone number.
- Evacuate to the outdoor assembly area.
- Check attendance. Remain with students.
- Render first aid as necessary.
- Notify grounds and building personnel.
- Keep students and staff at a safe distance from the building(s) and away from firefighting equipment.
- Public safety officials will determine when the building is safe for re-entry, and along with the School Principal, or his/her designee, whether student release from the school site is necessary.
- Draft incident report by the end of the week.

Fighting or Riots

School staff should follow these guidelines when a fight occurs:

- Send a reliable student to the office to summon assistance.
- Speak loudly and let everyone know that the behavior should stop immediately.
- Obtain help from other teachers if at all possible.
- If students are starting to gather, attempt to get students away from the commotion as quickly as possible.
- Call out the names of the involved students (if known) and let them know they have been identified.
- For the safety of all students, get additional help from law enforcement personnel if confronted with a serious fight, especially one that involves weapons.
- Attempt to separate the involved students by speaking to them in an assertive tone of voice. Consider the age and/or size of the students, as well as personal safety, before stepping between/among those involved in an altercation. If successful in separating the students, try to avoid using further confrontational behavior.
- Remember that no one can "cool down" instantly; give the students time to talk in a calm setting and gradually change the climate of the situation.

School staff should follow these guidelines when a riot occurs

- The School Principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.
- Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
- Have a law enforcement officer evaluate and call for any necessary resources such as backup help, emergency medical help, etc.
- Activate needed emergency plans, which may include:
- Instructing office staff to handle communications and initiate lockdown orders.

- Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.
- Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
- Direct a teacher or designee to initiate lockdown and immobilize the campus.
- Brief a representative to meet the media.
- Assign staff to a pre-designated medical treatment/triage facility.

Hostage Situation

The section of the safety plan, which will be shared with the public, is purposefully omitted as it is an internal reference.

Death of a Student

By far, the worst crisis situation is the death of a student. When a student dies, emotional trauma is a natural occurrence for students, faculty, and staff. A student's death, which occurs on campus, particularly as a result of school violence, is admittedly the most extreme case of trauma for family and the school community. There is no procedure that fits every scenario; each case requires individual attention. Certainly, there is no prescribed method for dealing with such tragedy; however, the following are suggestions for a school's response to death, particularly death that occurs as a result of school violence:

- After the initial response, administrators and counselors will meet immediately to review what has happened. Responding to the psychological needs of both staff and students as soon as possible is the best prevention for the development of post-traumatic stress.
- Contact the Crisis Management Team through HOST, they will assign additional support to the school as needed.
- Get as much information as possible from the family and ask their permission to share it with the students, faculty, and staff. Ask if they have any objection to students, faculty, and staff attending the funeral.
- Relay the information to the students in a factual way, careful to avoid breaching the student or family's privacy. The School Principal and a counselor might consider moving from room to room to tell the students what has happened. They should tell the truth, allow for expression of feelings, and affirm any expressions or feelings the students have. Students need to be told that they may visit a counselor's office for special assistance if they need to talk.
- If possible, allow a break after telling the students in order to give them an opportunity to express their grief with other students.
- Upon returning to school, students should be allowed time to discuss their feelings, talk about the deceased, and discuss memories. Give students, faculty, and staff information about the funeral and allow them to attend, provided the family has granted permission.

- Watch for trouble signs among the students. Be prepared to call in extra counselors if necessary.

Intruder with a Weapon / Active Shooter

The section of the safety plan, which will be shared with the public, is purposefully omitted as it is an internal reference.

Lock Down

The section of the safety plan, which will be shared with the public, is purposefully omitted as it is an internal reference.

Use of Facilities

In the case of disasters or other emergencies, the school will support the emergency procedure systems mandated by all law enforcement, government, or public safety agencies to ensure that pupils and both certificated and classified staff follow necessary protocols to allow the school to serve as a mass care and welfare shelter.

Evacuation

In the event conditions in the community or within the school itself necessitate a site evacuation, the following steps should be taken:
The School Principal or his/her designee should:

- Notify the school district office, county official or designee.
- Notify local law enforcement authorities.

- Notify school transportation support.
- Note the special needs of students or staff.
- Direct clerical staff to take schools' master enrollment list.
- Direct school nurse or designee to prepare emergency medications to be transported.
- Direct all personnel to leave the building and secure the building.
- Notify students' parents or legal guardians as the situation permits.

School staff should:

- Plan to evacuate his/her class and ride the bus or walk as the situation dictates.
- Take a copy of the class enrollment list.
- Take emergency instructional materials and first aid kits in the event the evacuation lasts several hours.
- Notify the School Principal, or his/her designee, of any special needs of students and their requirements.

The first choice for a shelter during a building site evacuation is another building designated by the school district, county or other local authority. Once staff and students have arrived at the host site, the following steps should be taken:

- Notify school nurses or local medical personnel of any medical emergencies.
- Consider how students will be fed and restroom needs met.
- Activate a crisis intervention team to deal with any emotional trauma.
- Provide an area and materials for parents who may arrive to pick up students.
- Provide an area for non-school community evacuees.

Drugs, Alcohol, and Tobacco

The use or possession of drugs, alcohol or tobacco is strictly prohibited at the school or around school grounds. If a member of staff suspects that a student is in the possession of a controlled substance, he or she should:

- Identify the parties involved.
- Notify the School Principal or his/her designee immediately.
- Follow-up with a written incident report, including any witness statements.

The school Principal or the Designee should do the following:

- Assess the situation and determine the level of assistance needed (i.e. school counselor, police)
- Isolate the parties involved for interview/investigation.
- Notify parents or legal guardians.
- Obtain witness statements and documents in a written incident report.
- Determine disciplinary consequences. See *MPS Student-Parent Handbook*.
- Determine what intervention or follow-up procedures are necessary including counseling.

Floor Plan

A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate outdoor assembly area(s) and evacuation route(s) from the site. (This item is stored with the plant manager and also located in the office of the School Principal)

A copy of the floor plan will be posted in each classroom at the school, in the school hallway and at the school's main office. Staff should familiarize themselves with the contents of the floor plan and with evacuation procedures.

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Fire Drills

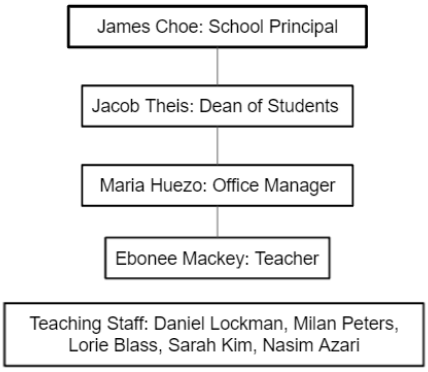
The school shall conduct fire drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or his/her designee, will specify the date and time of emergency drills. All students and staff are required to participate in these mandated drills.

The School Principal, or his/her designee, will designate an outdoor assembly area(s) where students and staff will gather whenever the building is evacuated. Unless instructed otherwise by public safety officials, students and staff will gather by class and attendance will be taken. The names of any missing individuals will be relayed to search and rescue teams and public safety officials.

School Safety Management Team and Operations

Management Organization Chart

The Principal is the overall director of the School Safety Management Team and will appoint those members of the staff necessary to respond to issues of safety at the School and in the case of an emergency. Depending upon the nature of an emergency, additional administrative, teaching and support staff may also be part of the team but may act only when assigned specific duties by the Principal.



Guidelines for Handling the Media

Whenever a natural disaster or crisis situation occurs, media coverage is a certainty. School staff and administrators are encouraged to follow these guidelines when dealing with the media. The School Principal should assign a school spokesperson to deal directly with the media.

- Develop a written statement for dissemination.
- Get the maximum amount of information out to the media - and thus the public - as rapidly as possible.
- Appoint a spokesperson (usually the principal).
- Keep the staff informed through one person.
- Be proactive with the media.
- Contact the media before they contact the school.
- Set geographic and time limits.
- Explain restrictions.
- Hold the press accountable.
- Create positive relations with the media before an emergency crisis occurs.
- Stress positive actions taken by the school.

Announce new changes made after the incident has passed.

Annual Inspections

The School Principal, or his/her designee, with the assistance of local support personnel where necessary, will conduct an annual inspection for situations that pose potential hazards. Of particular importance are the proper storage of chemicals and correct labeling of all containers. Failure of one or more of the utilities (electricity, gas, water) constitutes a condition that must be dealt with on a situational basis. A walk-through inspection of each area of each building will be conducted using a checklist of the following:

- Classroom
- Corridors
- Cafeteria
- Office
- Teacher's Workroom and Employee Lounge
- Restrooms
- Custodial
- Storage Room
- Yard (or Grounds)

Where multiple rooms of the same type are to be inspected (e.g., classrooms, offices), be sure to note the exact identification (e.g., Room 7; women's restroom). Complete each section of the checklist. Provide a brief description of the problem in the section provided.
Appropriate measures will be taken to correct the problem at the direction of the School Principal. When possible, personnel at the site (e.g., custodian) will handle corrections or repairs and may provide an estimate of the necessary repairs and corrections. The custodian or other buildings and grounds personnel will advise the School Principal, or his/her designee, of problems that cannot be corrected by site staff.

Parental Notification

In the case of an emergency requiring evacuation of the school site, parents will be notified as soon as possible. At the beginning of each school year, all parents will be asked to provide emergency contact information, sign an emergency medical release form for their child, and designate persons who are authorized to pick up their child in the event of an emergency.

Classroom Safety Kits

Emergency and first aid supplies are necessary when an emergency or injury occurs at the school. Emergency and first aid supplies should be kept in the school's central office and in individual classrooms as needed. At the beginning of each school year, each classroom will receive a classroom safety kit. Suggested items in case of an emergency:

- Blankets
- Matches
- Pillows
- Bottled Water
- Flashlights
- Paper Towels
- Batteries

- Wet Wipes
- Radio (battery operated)
- Sheets
- Candles

Suggested first aid items:

- Assorted Band-Aids
- Gauze
- Sterile Water (for burns)
- Tape
- Scissors
- Tweezers
- Bandages
- Instant Ice Packs
- Ace Bandages
- Package of Sewing Needles
- Slings
- Anti-bacterial salve
- Steri-strips or butterfly stitches
- Disposable gloves
- Face masks
- CPR (disposable mouthpieces)
- Current first aid book

In case of an emergency evacuation, staff will take this kit to the evacuation site, along with an attendance sheet.

Suspension and Expulsion Policies

"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

General Provisions

Charter Schools shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.
Charter Schools shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.
Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by te LAUSD Board of Education on May 6, 2013

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

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

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Students with Disabilities

Charter Schools shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

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

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

Notification of the District

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

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:

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

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

Outcome Data

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

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Rehabilitation Plans

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

Readmission

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

Reinstatement

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

Gun-Free Schools Act

Charter School shall comply with the federal Gun-Free Schools Act.

In accordance with E.C. 47605(J)

J) The procedures by which pupils can be suspended or expelled from the Charter School for disciplinary reasons or otherwise involuntarily removed from the Charter School for any reason. These procedures, at a minimum, shall include an explanation of how the Charter School will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

Students with an IEP

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

MPS follows state and federal laws regarding discipline, including suspension and expulsion, of students with disabilities. See also Section D: Suspension and Expulsion Procedures for more information.

Suspension and Expulsion Procedures

The following Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at MPS. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to an annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MPS' policy and procedures for student suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The MPS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

Progressive Positive Discipline

Positive Consequences

MPS school staff has committed itself to encourage and support the attainment of academic skills as well as social skills, such as listening, friendship-making, problem-solving, and alternatives to aggression. To inspire and encourage

students to develop their potential in all of these areas, the following reinforcements will be used for positive behavior:

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

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

Reflection

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

In School Suspension

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

Alternatives to Suspension

To intervene in student behavior, MPS has a progressive discipline plan in place at MSA-6. This plan is published at the beginning of each school year in the Student/Parent handbook. The Student/Parent Handbook also includes a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the Charter School and parents will develop a partnership to help students achieve high academic and behavioral standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion. MSA-6 provides its staff with Professional Development in the area of restorative practices, alternatives to suspension, and positive behavior supports.

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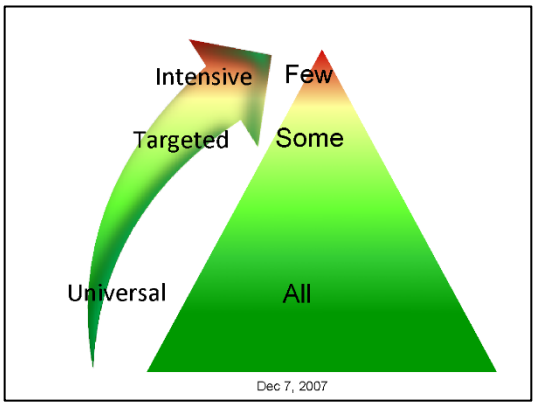

As part of its Multi-Tiered Systems of Support (MTSS) framework and Response to Intervention (RTI) Programs, MSA-6 implements Positive Behavior and Interventions and Supports (PBIS) to address student discipline issues including suspension. This tiered approach lists intervention strategies and programs based on the level of fractions.

MSA-6 implements prevention strategies for each tier as presented below:

Tier	Prevention Description
I. Primary (Universal)	Preventing the development of new cases (incidence) of problem behaviors by implementing high quality learning environments for all students and staff and across all settings (i.e., school-wide, classroom, and non- classroom).
II. Secondary (Targeted)	Reducing the number of existing cases (prevalence) of problem behaviors that are presenting high risk behaviors and/or not responsive to primary intervention practices by providing more focused, intensive, and frequent small group-oriented responses in situations where problem behavior is likely.
III. Tertiary (Intensive)	Reducing the intensity and/or complexity of existing cases (prevalence) of problem behavior that are resistant to and/or unlikely to be addressed by primary and secondary prevention efforts by providing most individualized responses to situations where problem behavior is likely.

MSA-6 believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following is a list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative detention, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SST, Principal/Assistant Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

Grounds for Suspension

Jurisdiction

A student may be suspended for prohibited misconduct as identified below under the heading, “Enumerated Offenses,” if the act is (1) related to school activity; (2) school attendance occurring at MSA-6; or (3) a MSA-6 sponsored event. A student may be suspended for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

a) while on school grounds;

b) while going to or coming from school;

c) during the lunch period, whether on or off the school campus; or

d) during, going to, or coming from a school-sponsored activity.

Suspension Offenses

Discretionary Offenses

Students may be suspended for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in minor harm.
2. Willfully used force or violence upon the person of another, except self-defense resulting in minor injury.
3. Unlawfully possessed, used, or otherwise furnished nominal amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.
4. Unlawfully was under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property resulting in negligible loss.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
16. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
17. Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the

statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

18. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently offensive as to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
19. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
20. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
    1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
        2. Causing a reasonable student to experience a detrimental effect on his or her physical or mental health.
        3. Causing a reasonable student to experience interference with his or her academic performance.
        4. Causing a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
    2. "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
        1. A message, text, sound, video, or image.
        2. A post on a social network Internet Web site including, but not limited to:
            1. 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.
            2. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that

another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

3. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

3. An act of cyber sexual bullying.
    1. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    2. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
    3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

22. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to paragraphs 1 and 2 of this section.
23. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

Mandatory Offenses

1. Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)
2. Brandishing a knife at another person. E.C. 48915(c)(2)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3)
4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. E.C. 48915(c)(4)
5. Possession of an explosive, as defined below. E.C. 48915(c)(5)

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Suspension Procedures

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended, by Principal or Designee, without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School Principal or Designee. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

MSA-6 assures that the process for investigating incidents and collecting evidence will be fair and thorough.

As an alternative to out of school suspension, MSA-6 utilizes in-school suspension as a way to redirect student choices and provide an opportunity to reflect in a space that ensures students will also be responsible for completing assigned academic work. The in-school suspension for students will be in a designated working area in the main office with access to a supervising administrator who holds a teaching credential. During in-school suspension, access to instructional materials will be coordinated by the Assistant Principal. The Assistant Principal will reach out to the students' teachers prior to the in-school suspension and the teachers will share the materials and assignments students will be working on while they are serving their in-school suspension. Since students have access to online platforms, students will be provided with a one to one device just like their peers to complete assignments. If the in-school suspension is related to a technology infraction, a hard copy will be provided as an alternative for having access to work and submitting assignments. Office staff will work alongside administrators to determine any accommodations students may need during their in-school suspension. For example, scheduled breaks, as well as providing breakfast and lunch for the student. A restorative justice team consisting of teachers and the Assistant Principal will meet to develop a positive behavioral plan to support the student during and after the in-school suspension. This plan is shared with parent/ guardian when informing them of the in-school suspension and parent/ guardian feedback is also welcomed regarding follow up support for their child. In addition to the meeting, a form will be provided to families regarding the in-school suspension and the parent can sign giving their acknowledgment of the in-school suspension guidelines. A student may be suspended in-school for a maximum of five school days per incident and a maximum of 20 school days per academic year.
During the in-school suspension, the Assistant Principal will work directly with the student and together they will create a plan for how to re-enter the school environment following an incident. There will also be additional support added during this reflection time which may include speaking to a counselor. Every incident is unique and should there be an opportunity to restore the relationship and redirect the student's actions during the in-school suspension, this connection and established trust will be leveraged. In an effort to ensure the safety of all stakeholders, the following offenses may result in in-school suspension:

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence,
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel,
- Made terrorist threats against school officials or school property, or both.

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The above-mentioned offenses are addressed in a serious manner and depending on the details may not be able to be rectified with an in-school suspension. The school administrator will report the incident to the appropriate authorities under the direction of the local authorities who will assess the level of risk and will act in accordance with the recommendations. The authorities will determine whether or not the situation should be handled "administratively" or by the police. The administrative team will then move forward with the appropriate support. In order to comply with Ed Code Section 48900, the school administrator will notify all stakeholders by the end of the school day.

Notice to Parents/Guardians

At the time of the suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing, by the Principal or Designee, of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may return to school and will provide information about the appeal right and process. If Charter School administrators wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice will request that the parent/guardian respond to such requests without delay.

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code Sections 48903, 48911, and 48912) The expulsion process shall not take longer than 30 days from the first day of the initial suspension. Disciplining students with Disabilities is outlined in the section below.

Suspension Appeals

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

- Uphold the suspension
- Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record or shared with anyone not directly involved in the proceedings. Charter School shall make arrangements to provide the student with classroom materials and assignments for the duration of student's absence. Student will be provided the opportunity to make academic progress, make up assignments, and earn credit missed.

Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Section 49602 and 5 CCR 16024

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Recommendations for Placement/Expulsion

Upon a recommendation of Placement/ Expulsion by the Principal, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Access to Education

For suspensions that are not pending an expulsion hearing, Charter School shall make arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For suspensions pending an expulsion hearing, Charter School shall be responsible for the appropriate interim placement of students. Please see "Interim Placement" below for details.

Expulsion

Discretionary Offenses

1. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in serious bodily harm.
2. Willfully used force of violence upon the person of another, except self-defense resulting in serious bodily injury.
3. Unlawfully possessed, used, sold or otherwise furnished significant amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.
4. Unlawfully under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
6. Committed or attempted to commit robbery or extortion in excess of $1,000.
7. Caused or attempted to cause damage to school property or private property in excess of $1,000.
8. Stole or attempted to steal school property or private property in excess of $1,000.
9. Habitually disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
10. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. 11. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
12. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
13. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
14. Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school sanctioned events.
15. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens

to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

16. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.

17. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.

18. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12 inclusive.

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

a. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
2. Causing a reasonable student to experience a detrimental effect on his or her physical or mental health.
3. Causing a reasonable student to experience interference with his or her academic performance.
4. Causing a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

b. “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
    a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile. iii. An act of cyber sexual bullying.

3. An act of cyber sexual bullying.
   a. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
   b. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school sanctioned activities.
4. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet

20.A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
21.Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

Mandatory Offenses

1. Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)
2. Brandishing a knife at another person. E.C. 48915(c)(2)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3)
4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. E.C. 48915(c)(4)
5. Possession of an explosive, as defined below. E.C. 48915(c)(5

Gun Free Schools Act

Charter School shall comply with the federal Gun Free Schools Act.
For specific details, refer to LAUSD Board Policy and Administrative Regulations.

Authority to Expel

If determined necessary upon the referral by the discipline committee; a student may be expelled by an Administrative Panel following a hearing before it. The Administrative Panel will include three or more certificated persons, none of whom have been members of the Board or on the staff of the Charter School in which the student is enrolled. It is important for the Administrative Panel members to have experience in education law and student discipline. Typical Administrative Panel members include teachers, school administrators and Home Office Chiefs/Directors. The Home Office will coordinate all administrators and teachers who serve on the Reflection Committee at their school sites to be “on call” for a particular month should their presence be needed at an

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Administrative Panel hearing. A member who served on the Reflection Committee may not serve on the Administrative Panel for the same student. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Hearing

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

After an Administrative Panel hears the case, it will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

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

Record of Expulsion Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

If the Administrative Panel decides not to expel, the student shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal or designee following a decision of the Administrative Panel to expel shall send written notice within 30 days of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense(s) committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with MSA-6
3. The reinstatement eligibility review date; a copy of the rehabilitation plan; the type of educational placement during the period of expulsion, and notice of appeal rights/procedures
4. Information regarding rights to, how, timelines, and to whom a student/parent may appeal an expulsion decision

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

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

Disciplinary Records

MSA-6 shall maintain records of all student suspensions and expulsions at MSA-6. Such records shall be made available to the District upon request.

Expulsion Appeals

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

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within ten (10) calendar days of receipt of a timely written request for an appeal.

At the hearing on the appeal, the student or his/her representative shall have the right to present evidence. The Board will consider the evidence and/or testimony presented to the Administrative Panel as appropriate and will render a contemporaneous written decision, which shall be immediately communicated to the appellant at the conclusion of the hearing, in the best interest of the student and the Charter School. That decision shall be final.

Interim Placement

The Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students, including, but not limited to, programs within the County or their school district of residence.

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

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Readmission / Reinstatement

The decision to readmit a pupil previously expelled from MSA-6 shall be at the discretion of the Governing Board following a meeting with the Principal or designee, the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil continues to pose a threat to others or will be disruptive to the school environment. The Principal or Designee will make a recommendation to the Board following the meeting regarding his/her recommendation. The Board shall then make a final decision regarding reinstatement during closed session of a public meeting, reporting out any actions taken during closed session as required of the Brown Act. The pupil's readmission is also contingent upon MSA-6's capacity at the time the student seeks readmission. These procedures will be made available to the pupil and his/her parent or guardian at the time the expulsion order is issued.

Rehabilitation Plans

Pupils who are expelled from MSA-6 shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order. The rehabilitation plan includes improved behavior, attendance, and academic performance and shall include a date no later than one (1) year from the date of expulsion when the pupil may apply to MSA-6 for readmission.

MSA-6 shall mail written notification to parent/guardian within thirty (30) days prior to the end of the expulsion term. This notice will request the parent or guardian to submit written documentation to the school showing that the student has met the conditions of the rehabilitation plan. The board shall review these documents and make a final decision regarding reinstatement. If the student does not meet the requirements of the rehabilitation plan as determined by the board, the board will revisit at a later date not to exceed one (1) year.

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Procedures for Notifying Teachers about Dangerous Pupils

To fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in Infinite Campus. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list, so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the LAUSD regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

1. The School Principal will inform teachers and other relevant staff of students who are defined as dangerous as set forth in the California Education Code sec. 48900, including the exceptions to this rule provided therein. The School will provide this information to the teacher based upon any records that the school maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this Section. The School is not civilly or criminally liable for providing information unless it is proven that the information was false and that the School employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

2. Any information received by a teacher pursuant to this Section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

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This notification will be provided on our school letterhead:

To: ALL CERTIFICATED STAFF
From: **Admin**
Re: Student Suspension Information

Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in Infinite Campus. *The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*
The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

E.C. 48900
(a)(1) Mutual fight **(a)(2)** Assault/Battery
(b) Possessed, sold or furnished dangerous object
(c) Controlled substance/alcohol
(d) Imitation controlled substance
(e) Robbery/extortion
(f) Vandalism
(g) Theft
(h) Tobacco/nicotine products
(i) Obscene act, habitual profanity/vulgarity
(j) Drug paraphernalia
(k) Disruptive/willfully defiant behavior (grades 4-12)
(l) Received stolen property
(m) Imitation firearm
(n) Sexual assault or battery
(o) Harassed/threatened witness
(p) Sale of soma
(q) Hazing
(r) Bullying/cyberbullying
(s) Aiding and abetting
E.C. 48900.2 Sexual harassment (gr 4-12)
E.C. 48900.3 Hate Violence(gr 4-12)
E.C. 48900.4 Severe or pervasive harassment, threats and intimidation (grades 4-12)
E.C. 48900.7 Terrorist threats against school officials or property

E.C. 48915
(a)(1)(A) Serious physical injury
(a)(1)(B) Possession: knife or dangerous object
(a)(1)(C) Controlled substance
(a)(1)(D) Robbery or extortion
(a)(1)(E) Assault/battery of school employee

E.C. 48915
(c)(1) Possessing, selling, furnishing firearm
(c)(2) Brandishing a knife at another person
(c)(3) Selling a controlled substance
(c)(4) Committing or attempting to commit sexual assault or battery
(c)(5) Possession of an explosive

If you have any questions or want more information, please see me.

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Sample
Confidential
Memorandum

To: _____, Teacher
From: _____,Principal
Date:

Re: **Students having committed specified crime**

The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.
Principal

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Harassment Policies

Policy Prohibiting Unlawful Harassment

MPS is committed to providing a work and educational atmosphere that is free of unlawful harassment. MPS's policy prohibits sexual harassment and harassment based upon race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state, or local laws. MPS will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

In accordance with existing discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

MPS is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.
All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law. Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a policy, productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal (or MPSCO Human Services for MPSCO employees).

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Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  -Rape, sexual battery, molestation or attempts to commit these assaults and
  -Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

Unwanted sexual advances, propositions or other sexual comments, such as:

- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:

- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate MPS Policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation in an investigation, filing of a complaint or reporting sexual harassment.

MPS will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

Sex Abuse and Sex Trafficking

MPS will collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to ensure that the school site is prepared to address the threat of sexual abuse and sex trafficking in accordance with EC 49380.

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Harassment and Discrimination

Harassment and Discrimination are prohibited. They include the following:

- Verbal Threats
- Threatening Behavior
- Hazing
- Intimidation
- Gang Behavior
- Fights

If harassment or discrimination occurs, school staff should:

1. Evaluate the seriousness of the situation and determine the level of assistance needed. If intervention is required, contact support staff. Where threats of serious bodily injury and/or weapons are involved, call 911.
2. Identify the parties involved and give specific verbal directions to discuss the situation. Where a physical altercation is occurring, or is about to occur, call for staff support and immediately separate the parties involved.
3. Document the incident, including the names of witnesses and any statements.
4. Give incident reports to the School Principal, or his/her designee, as soon as possible.

The School Principal, or his/her designee, should:

1. Assess the seriousness of the incident. If assistance is needed, call necessary support staff. Where a threat of serious bodily injury or weapons is involved, call 911.
2. Identify the parties involved.
3. Seek written documentation from witnesses.
4. Determine disciplinary consequences. See *MPS Employee Handbook* and *MPS Student-Parent Handbook*.
5. Determine what intervention or follow-up is necessary, including reference to a school counselor, psychologist, or local law enforcement.
6. Notify parents or legal guardian and appropriate school personnel of incident.
7. Complete a report with a description of the incident and include the names of witnesses and any statements. Summarize the disciplinary procedures used in resolution of the incident.

Internal Complaint Review

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the CEO or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment are addressed under the School’s “Policy Against Unlawful Harassment.”

Internal Complaints

(Complaints by Employees Against Employees)

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

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with your direct supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal (or the CEO (or designee) for MPSCO employees):

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- The complainant will bring the matter to the attention of the Principal (or the CEO (or designee) for MPSCO employees) as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
- The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal (or the CEO for MPSCO employees) (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the CEO (or designee.) The CEO (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to the President of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

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

Policies for Complaints Against Employees by Third Parties

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

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

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

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

General Requirements

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
- Resolution: The Board (if a complaint is about the CEO) or the CEO (if a complaint is about the Principal or MPSCO employees) or the Principal or designee will investigate complaints appropriately under the

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circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Harassment Complaint Form

It is the policy of the School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.
If you are an employee of the School, you may file this form with the Principal (or CEO (or Board President.))
Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.
MPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.
In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.
Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s):

Name of Person(s) you have a complaint against:

List any witnesses that were present:

Where did the incident(s) occur?

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

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

_____ Date: _____
Signature of Complainant

_____
Print Name

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To be completed by School:

Received by: _____ Date: _____

Staff / Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

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Acceptable and Unacceptable Staff / Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.
Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Unacceptable Staff / Student Behavior (Violations)

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;

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- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff / Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

· Remarks about the physical attributes or development of anyone;
· Excessive attention toward a particular student;
· Sending emails, text messages or letters to students if the content is not about school activities. Acceptable and Recommended Staff/Student Behaviors:
· Getting parents' written consent for any after-school activity;
· Obtaining formal approval to take students off school property for activities such as field trips or competitions;
· E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
· Keeping the door open when alone with a student;
· Keeping reasonable space between you and your students;
· Stopping and correcting students if they cross your own personal boundaries;
· Keeping parents informed when a significant issue develops about a student;
· Keeping after-class discussions with a student professional and brief;
· Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
· Involving your supervisor if conflict arises with the student;
· Informing the Executive Director about situations that have the potential to become more severe;
· Making detailed notes about an incident that could evolve into a more serious situation later;
· Recognizing the responsibility to stop the unacceptable behavior of students or coworkers;
· Asking another staff member to be present if you will be alone with any type of special needs student;
· Asking another staff member to be present when you must be alone with a student after regular school hours;
· Giving students praise and recognition without touching them;
· Pats on the back, high fives and handshakes are acceptable;
· Keeping your professional conduct a high priority;
· Asking yourself if your actions are worth your job and career.

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School-Wide Dress Code Policies

Disruption and/or intimidation caused by the wearing of any type of clothing/jewelry or by writing of any signs identified as or associated with gangs is not permitted on campus at any time. No gang activity or gang association will be permitted at school or school-sponsored activities. Gang symbols on notebooks, lockers, book bags, etc. are not permitted and will be documented.

Dress Code

MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. Students will not be allowed to enter the campus if they are not in proper uniform. This uniform policy will be enforced, without exception, from the very first day of school. Please cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on your understanding and your parents' and/or guardians' support in helping to maintain this uniform policy and follow it daily.

In addition to wearing the school uniform, MPS requires that you follow these additional guidelines in terms of uniform appearance and personal appearance. If you are still unsure about how you should look, or how the uniform should fit, check with administration. Religious head coverings shall be permitted. **If any aspect of the uniform, including clothes, shoes, jewelry, cosmetics, or any type of body adornment, is not explicitly listed as acceptable in this handbook, then that item is not permitted to be worn when the student is at school or representing the school.**

If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to obtain written permission from the school's administration.

MPS Student Uniform Policy

Pants/Shorts/Capris:

- Pants, shorts, skirts, skorts, or capris are acceptable. Must be khaki, black, or navy blue.
- May not be baggy or tight fitting. May not be rolled at the waist. Waist size must be the same as student's waist size. Top of the garment must be at or above hip bone.
- Shorts should be no shorter than your longest finger when standing with your hands by your sides.
- Pants may not be made from legging or jegging material.
- Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle.
- The bottom of the shorts must be no higher than 1 inch above the middle of the kneecap when the student is standing.
- Socks may not be worn over pants.
- Rubber bands are not allowed on the bottom of pants or ankles.
- No jean/denim style pants.
- No Cargo pants/shorts.
- Must have a built in pocket not a sewn on pocket.

Undergarments:

- Should not be noticeable through or outside of clothing, tops and bottoms.

Uniform:

- Polos or woven collared shirts may not fit tightly or be baggy.

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- 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 shirts may not hang out of sleeves.

Shoes:

- Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoe laces must match shoes and be in solid color.

Jewelry and accessories/Cosmetics:

- Should be modest, appropriate for school, and not attract undue attention.
- Necklaces: If worn, must be underneath a 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 the collar of the shirt.
- No “glitter”, decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform.
- Facial, tongue, and body piercing are not allowed.
- Bracelets: Must be tasteful and not attract undo attention.
- Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.
- Cosmetics must be appropriate for school and not attract undue attention.
- No brightly colored or glitter eye shadow, or blush.
- Mascara and eyeliner should be minimal.
- Lipstick should be a natural color.
- Earrings must be studs or one (1) inch hoops and worn on earlobe.

Top

- White, gray, black or navy-blue polo shirts. They may be either short or long sleeved.
- Hoods may not be worn at school.
- Top of the garment must be no lower than the level of the navel when the student is standing. Top of the garment must be at or above the hip bone when the student is standing up.

Footwear

- No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

PE uniform

- TOP: Students will wear a solid gray t-shirt, preferably with the MPS logo. MPS sweatpants and MPS sweatshirts may also be worn during PE.
- BOTTOM: Properly fitting MPS Navy shorts of comfortable length for active participation. Waist size of shorts must be appropriate to student’s waist size. The same rules which apply to the level at which the tops of the dress pants are worn, also apply to PE shorts.
- FOOTWEAR: Any athletic shoes suitable for basketball, tennis, and field sports. PE shoes may be the same black athletic shoes discussed in the dress uniform section.

Outerwear

- Hats, hoods, caps, and other headgear may not be worn in school buildings, except for religious head coverings. No gloves or finger lacing of any sort are allowed.

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For colder weather:

- MPS Navy Crew-Neck and zip V-Neck Sweatshirt, and Jackets are recommended and preferred to be worn on campus, inside and outside.
- Sweatshirts and jackets must be solid navy blue or gray.

Procedures for Safe Ingress and Egress from School

Maps are available in our front office to facilitate the safe comings and goings of pupils, parents, visitors and school employees to and from school. In addition, evacuation maps and routes are in the front office.

***Please see school map at bottom of this Safety Plan**
Visitors and guests are welcome at the school. However, to safeguard students and staff, reasonable precautions should be taken.
Visitors should:

1. Always report and sign in at the office.
2. Be provided with a visitor's badge.
3. Be prepared to provide identification to school personnel.
4. Respect school rules.

School personnel should:
Ensure all exterior doors are marked with a notice to visitors to first report to the office.
Exterior doors should remain locked, except doors near the office area.

1. Staff should receive training on how to greet visitors. The first question is "May I help you?"
2. Someone should greet every visitor.
3. Any intruder found roaming the building should be escorted to the office. Someone can then provide any additional information or directions. (NOTE: An intruder is anyone without a visitor's badge or lacking visible identification stating who they are, i.e., school employee)

Visitors who fail to comply with school procedures:

1. Should verbally be informed they are in violation of school policy. (Example - "Sir, you must report to the office immediately. If you fail to do so, you will be considered a trespasser, and school security will be called.")

If this fails:

1. Notify the office of the situation.
2. Follow the person, if possible, and continue to give notice of the violation of school rules.
3. Police should be notified or call 911.
4. Office should activate building-wide notification plan concerning intruder:
    1. PA announcement using predetermined code phrase.
    2. Classroom doors should be closed.
    3. Students should remain in current areas.

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Procedures for a Safe and Orderly Environment

Social Climate and School Environment

The Social Climate and The Physical Environment are two components used to identify our school's strengths, areas of desired change and future plans.

Social Climate People and Programs (Component 1)

Our school creates a caring and connected school climate. We make Students and Staff feel that the school is a caring community in numerous ways:
Parents are involved in the following ways at our current school site:

- Home Visit Program
- Parent Task Force Meetings
- Parent Volunteer Opportunities/School-wide Events
- Open House/Family Nights
- Back to School Nights
- Parent-Teacher Conferences
- Infinite Campus Communication Logs
- Parent Volunteer Opportunities
- Schoolwide Phone Call News Distribution
- Email Newsletters
- School Site Council
- Public Meetings on School Policy Issues
- Parent Trainings and Workshops

· The cultural richness of our school community is recognized and will be built upon in the following ways:
  - Partnerships with local nonprofit community organizations such as M.E.N.D, The Los Angeles Food Bank, and St. Jude Children's Hospital
  - Partnership with Cal State Northridge's Art Department
  - Partnership with Arts for All

· We provide training so staff can meet the unique needs of the student body in the following ways:
  - Implement monthly staff-wide professional development on socio-emotional development issues
  - Provide training to staff on the CSUN Counseling and EDGE programs we have on site

· Set high academic and behavior goals
  - Teachers and the leadership team will monitor student progress in ELA and Math as measured by in-class/benchmark assessments and technology-based adaptive standardized tests aligned to Common Core State Standards. (2021-2022 school year)
  - School staff will continue to implement and improve upon our current Positive Behavioral Interventions and Supports (PBIS)

· Improve curriculum and teaching practices
  - Teachers will provide CCSS aligned instruction using SDAIE and GLAD strategies. (2021-2022 school year)

· Include health and resiliency curriculum
  - During the 2021-2022 school year, msa6 will continue to offer Character Education lessons and weekly Health classes to all students.
  - Students will continue to participate in CSUN Counseling and EDGE programs as needed.

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· Address multiple learning styles
  - The leadership team will place students into appropriate intervention groups and teachers provide targeted ELA & Math support and interventions. (September 2021)
  - Charter School will select a research-based reading intervention program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. (2021-2022 school year)
  - ELA and Math Intervention Teachers will continue to provide small group intervention to targeted students.
  - Charter School will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (2021-2022 school year
  - Charter School will continue providing services for Special Populations: Building increasingly robust programs to effectively support all students, especially English Language Learners, students with IEPs and our most advanced student

· Promote caring, supportive relationships with students
  - Support the Socio-Emotional Learning of all students
  - Charter School will implement Positive Behavioral Interventions and Supports (PBIS). (Expanding upon these practices in the 2021-2022 school year)
  - Continue piloting the EDGE (executive functions) coaching program in which selected students meet weekly with extensively trained staff members to be coached in setting and achieving goals
  - Continue employing an onsite school psychologist and counselors from California State University Northridge

- Charter School will identify immigrant student needs and provide counseling support and necessary resources to meet the needs of immigrant students such as provision of tutorials, mentoring, curricular and instructional materials. (2021-2022 school year)

- Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education. (2021-2022 school year)

· Provide opportunities for student to have meaningful participation in school and community service

- Partnerships with local nonprofit community organizations such as M.E.N.D, The Los Angeles Food Bank, and St. Jude Children's Hospital

· Communicate clear discipline standards
  - Parent meetings, Infinite Campus online behavior support systems, parent calls, communication logs, posters in the hallway and classrooms all communicate clear discipline standards

· Communicate procedures to report and deal with threats
  - Trainings are provided to deal with threats on and off campus to staff and students in accordance with the above procedures stated in the Emergency section of the plan.

· Train staff on bullying prevention and tolerance
  - Staff will continue to be training on bullying prevention and tolerance, including through PD's at staff meetings as well as online trainings.

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· Provide training for student and staff on dangers of drugs and alcohol
  - Staff will continue to receive trainings on dangers of drugs through staff online trainings and in PD's

School will continue to include strategies to create and maintain a positive school climate, promote school safety, and increase pupil achievement, and prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support. In addition, school will take all necessary steps to address mental health care of pupils who have witnessed a violent act at any time, related to school activity, in accordance with the addendum to EC 32281.1

The Physical Environment (Component 2)

Our school creates a physical environment that communicates respect for learning and for individuals and safety in the following ways:

· MSA 6 maintains a clean environment through utilizing custodial staff in the general areas (hallways/ restrooms and other common areas), and the teachers and students also are encouraged to maintain classrooms that are clean, orderly settings that contribute to the learning environment.

· MSA 6 involves itself in the community by participating in numerous community events throughout the school year.

· Make your campus secure from outside criminal activity
  - Our campus is a closed campus and entrance and exit gates are locked at all times

· Monitor and supervise all areas
  - Students are limited to certain areas during the morning, lunch and after school to limit students from loitering and to maximize supervision efforts.
  - Administrators supervise campus during lunch as well as before and after school.
  - Teachers and our Campus Aid help supervise students on campus throughout the day

· Provide a pleasant eating area and healthy food
  - Students receive healthy snacks and meals at the on-site cafeteria
  - Food choices include options such as salads, yogurt, milk and vegetables

· Maintain clean and safe restrooms
  1. We have custodial staff who clean the restrooms daily with disinfectant and restock supplies including toilet paper and soap in each restroom prior to the beginning of the next day. Floors are mopped, and toilets as well as sinks are scrubbed.

· Provide adequate lighting in all areas
  2. Lighting is provided throughout outdoor parts of campus and surrounding school area with large lights that help ensure safety

· Provide student with current textbooks and materials
  3. Students receive textbooks for all classes that are aligned with the latest Common Core State Standards. In addition, online support resources are provided to supplement learning

· Maintain a variety of sports facilities and equipment
  4. A large outdoor field is available on campus for students to play soccer, football, frisbee, and other outdoor sports. In addition, basketball and volleyball courts are located on paved adjacent

courts. Further, two outdoor playground areas are available for students to play. These facilities are utilized, during recess, lunch and PE, and after school during ASES club time.

· Provide a well-stocked library

5. Our campus library is stocked with books that cover a broad range of topics and AR reading levels. Students are able to use the library to pick books to reach which they may check out three days per week.

· Deal with vandalism before students return to school

6. Before students return to school, photo documentation is recorded to keep information and proof about the type of vandalism that occurs. When property damage is discovered, students and their families are contacted to discuss a plan to have responsible parties replace damaged goods. Also, community service restorative practices are established to provide an opportunity to resolve issues. Also, if graffiti occurs, gang task experts will be consulted to see if danger is an issue for students as well to see if a student who might be affiliated with gang will have the opportunity to receive support interventions.

· Inventory Identify and store valuable property

7. Teachers keep inventory of their valuable belongings at the beginning of the year in their classroom, as well as at the end of the year on a tracker that is sent to the Admin.

· Provide training for security personnel and staff

8. Training is provided to security and personnel staff during PD's where collaboration takes place. At the district symposium, break-off sessions related to position and responsibility occur.

· Engage students and the community in campus beautification projects

9. Students are invited to volunteer and beautify the school during lunch and after school as well as family days.

· Promote policy that weapons and drugs are not on campus

10. Our school policy prevents weapons and drugs from being on campus

Social Climate and Physical Environment

Our staff believes that safety and education is a shared responsibility between parents, teachers and students. The successful operation of this school depends on the cooperation of everyone concerned. Each group is responsible for doing its part to make school a place where we can learn, be safe and play together in harmony. Everyone has the right to feel safe, secure, and accepted regardless of color, race, gender, popularity, ability, religion or nationality. Our handbook allows us to share our vision with the students and parents of our team.

MPS is a reflection of all of us. All of our policies are intended to provide a safe and orderly environment that will be conducive to learning. Our faculty and staff look forward to sharing their expertise in academics, special programs, and extracurricular activities. We encourage you to get to know the school, its programs, activities, and schedule. Become an active participant in your education. Get involved through classes, clubs, and activities.

MPS is aware of the fact that a school environment is viable only with clearly defined and implemented rules. MPS compiled the student-parent handbook, which addresses the school's regulations and policies to set a standard.

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Effective Communication

When issues or concerns arise with a teacher, staff member or administrator, students and parents are encouraged to address the situation with the person involved first.

If students express that they are having a problem at school, it is important for parents to understand the best way to address these problems. If the problem involves a classroom situation or a situation with a teacher, the following remedies are recommended:

1. Parents should encourage their child to talk with the teacher.

2. Parents can encourage their child to talk with an administrator.

3. If the child is reluctant to talk with a teacher or administrator, a parent may offer to accompany their child and talk with the teacher.

It is very important to demonstrate to children how to actively and constructively solve a problem. If the problem is important enough for the child to talk about, it is important for the child to learn how to be a part of the solution.

Parent Concern

1. Talk with the teacher. Teachers can explain classroom situations from an adult perspective and from a professional perspective, and usually that will resolve misunderstandings
2. If the problem persists after a reasonable time, talk with the teacher again.
3. If the problem is still not resolved, make an appointment with the related administrator.

For example, if you are unsure of a decision made in the classroom about a consequence given for a behavior, you should discuss the situation with the teacher first. If after this discussion, you feel the situation is unresolved, it should be brought to the attention of the Dean of Students. If it is still not handled to your satisfaction, the Principal should be notified.

If after meeting with the Principal, you still have concerns, MPS Central Office and the MPS Board and, after that, the School District/County/State would be the next avenue of communication.

Teachers, staff, and administration are available through email, phones, in person and by appointment. Due to the busy schedules of the teachers and administration, parents are asked to not "drop in" for appointments, but to set up a meeting in advance. Parents should not talk to teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Student's Rights and Responsibilities

- To be informed of all school rules and regulations.
- To have access to your student account in Infinite Campus.
- To have a safe and educational environment.
- To attend class regularly and on time.
- To obey school rules and regulations.
- To respect your rights and the rights of your peers.
- To be familiar with school policies, rules and regulations.
- To be prepared for class with appropriate materials and ready to work.

- To respect all school personnel and their authority (administrators, teachers, office personnel, janitorial staff, security guards, etc.).

Parents' Rights and Responsibilities

- To be informed of the school's rules and regulations.
- To be informed of all school actions related to their child.
- To have access to your personal parent accounts in Infinite Campus.
- To contact school to participate in conferences pertaining to the academic and behavioral status of their child.
- To provide a supportive environment at home making sure their child gets enough sleep and adequate nutrition before coming to school.
- To be familiar with school policies, rules and regulations.
- To contact teachers directly via phone or email to schedule a conference.
- To be familiar with the handbook, which was signed at the beginning of the school year.
- To monitor your child's academic progress and behavior records on a weekly basis.
- To ensure that your child does his/her homework on a daily basis and to facilitate a home environment conducive to home study.

Teacher's Rights and Responsibilities

- To expect students to behave in a positive manner that will not interfere with other students' learning.
- To expect parental support related to academic and social progress.
- To expect all students to participate and put forth effort in order to expand their education and earn a passing grade.
- To be familiar with school policies, rules and regulations.
- To inform parents through progress reports, report cards, and conferences about the academic progress and behavior of their child.
- To conduct a well-planned and effective classroom program.
- To initiate and enforce a set of classroom rules, consistent with the school's discipline policies.
- To keep assignments, grading, and attendance current in Infinite Campus.
- To have administrative support for discipline in and outside the classroom. To explain the Student Code of Conduct and Bullying Policy to their students.
- To enforce the Student Code of Conduct and Bullying Policy in a consistent manner.
- To function as a positive role model for their students.
- To contact parents as deemed necessary to enforce the Student Code of Conduct and to maintain parent/guardian involvement.

Administrator Rights and Responsibilities

- The right to address the Board of Trustees on any issue.
- To hold students to strict accountability for any disorderly conduct in school or around school.
- To take appropriate action in dealing with students who choose not to follow the rules.
- "All students shall comply with the regulations, pursue the required course of study, and submit to the authority of teachers of the school." Education Code, § 48900 et seq.
- To recommend in-school suspension, suspension, or expulsion as the situation demands.
- To provide rich leadership that will establish, encourage and promote effective teaching and learning.
- To be familiar with school policies, rules and regulations.

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- To establish, promote, and enforce school rules that facilitate effective learning and positive habits and attitudes of excellent citizenship among students.

Infinite Campus Provides:

1. Attendance: Each student's attendance (tardy/absence) is recorded daily (by each teacher) in 'real-time.' This is one method our parents can monitor their child's attendance in each class daily.
2. Grades: Our teachers input all academic grades online for each assignment, quiz, and examination.
3. Behavior: Each student receives a 'Behavior" grade that is recorded on Infinite Campus.
4. Homework/Assignments: Our teachers upload and document all homework assignments on Infinite Campus. This information is useful for students who were absent from class and also provides a reminder for those who may have forgotten to record their homework assignment for a course.
5. Communication: Infinite Campus provides another effective method for parents, students and teachers and the school's leadership team to communicate online and leave messages that are documented through a communication log. The types of communications include but are not limited to: informing parents about their child's academic progress, progress reports, mandatory tutoring letters, announcements, articles posted on the school's website, honor roll, behavior, recognition of perfect attendance, upcoming Parent Task Force meetings/events, and upcoming awards for recognition. Also, teachers can post updates, upcoming deadlines and leave messages for students and parents using Infinite Campus. For parents who do not have access to a computer, the front office has a computer available for their use anytime during school hours and after-school. Infinite Campus provides yet another way for our parents to become involved in their child's education, and our teachers have the support of the families in doing so.

Parent Task Force

Our parent association holds annual elections for the following positions: President, Vice President, Treasurer, and Secretary. Approximately 10% of our parents continuously attend monthly PTF meetings. Our PTF supports our school and students through fundraising, recruiting volunteers for our school, and student outreach/recruitment. The purpose is to support the school staff and students in the school's areas of needs and as a family to create a community within our school. Our goal is to increase the percentage of parents attending. We understand that our parents lead hectic lives, so we are having parent meetings in the evenings to help facilitate ease of parent participation and coordinate better with work schedules.

Professional Development

Professional development occurs on a regular basis to address the diverse needs of our students and their various learning styles. Prior to the start of the academic school year, teachers receive extensive training on school wide academic expectations and how to meet the needs of all learners. Teachers are trained on the rules and regulations students are expected to uphold, including but not limited to illegal substances (drugs, alcohol, and related paraphernalia) and the risks and factors related to this. Also, training on bullying awareness and bullying prevention occur throughout the school year to help minimize bullying related altercations.

We collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in accordance with EC 49380 effective January 1, 2015.

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Physical Environment

Our school provides a safe, healthy, and nurturing environment characterized by trust, caring and professionalism. We have adopted and implemented a comprehensive set of health, safety, and risk management policies to create a safe and secure learning environment. These policies comply with all applicable state and local health and safety laws and regulations. It is the responsibility of the on-site school administration to consistently monitor all activities to ensure safety and security of the students. Parents and students are also made aware of these policies as it regards them in the form of student and parent handbooks. We are dedicated to enforcing school functions as a drug-free, alcohol-free, and tobacco-free zone, as well as a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyber-bullying via school-wide assemblies and individual guest speakers. All staff members are mandated reporters in case of child abuse or violence. Emergency safety plans have been written up to address emergency situations (e.g. natural disasters and fires). Each classroom is equipped with a copy of these plans and disaster drills are practiced throughout the year.

Rules and Procedures on School Discipline

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

Expected Student Behavior

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

Breakfast / Lunch

- Proceed to the eating area as instructed by MPS staff.
- Eat and finish their breakfast/lunch in the assigned area. No food should be eaten outside the designated areas.
- Wait patiently for their food and follow the direction of the adults on duty.
- Clean up after themselves and dispose of their trash in the appropriate area.
- Remember that they are not allowed in the school building without a pass.

Remember that restroom use is at the discretion of the security guard/supervisor staff. Students must carry a pass that is given to them by security guard/supervisor staff.

On Campus

- Stay in designated areas on-campus.
- Be courteous and respectful at all times to everyone.
- Not use profanity, lie, fight, gamble, possess inappropriate literature or material, or be involved in the abuse/harassment of others.
- Not use or have cellular phones turned on during school hours; students are allowed to use cellular phones only in the designated area after school. Phones should not be used during after school programs, such as tutoring.
- Remember that any electronic devices seen during class time will be confiscated and returned to the student's parents/guardians at the discretion of administration.

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• Remember that gum chewing is not allowed anywhere on campus.
• Never ride bicycles, use roller blades or skateboards on campus nor bring them to class.
• Not leave campus without permission during school hours.
• Not use matches, lighters, or any type of explosive incendiary device on campus.
• Remember that no electronic devices such as CD/MP3/IPOD players may be visible or used on the campus grounds.
• Students are not allowed to loiter in the hallways.

Assemblies

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

Field Trips:

• 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 an MPS uniform unless authorized by administration.

Public Areas

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

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

Classroom

• Be seated and ready to begin their assignment when the bell rings.
• Be courteous to all teachers and students.

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• Follow all school and classroom rules.
• Bring all necessary materials/supplies ready to work daily.

Classroom Procedures and Consequences:

Please check the teacher's syllabus for specific consequences.

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)

Unacceptable Behavior

All students at MPS are entitled to the rights guaranteed by the United States Constitution and Bill of Rights, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the unacceptable student behaviors listed in this handbook may incur consequences. These consequences range from notification of parents, detention, to emergency removal from a school activity, suspension, expulsion, and criminal prosecution. MPS reserves the right to notify the authorities and the Department of Education as required by law relating to disciplinary actions taken. It is to be noted that MPS reserves the right to discipline any act that has a nexus with MPS or the school community. In other words, MPS may discipline behavior at school or at a school related or school-sponsored function or any activity or any act that has a negative effect on the school environment or that is performed with/on/by/via school equipment or school property.

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Multi-Tiered System of Support Model

Level 1 Infractions	Interventions
• Invading personal space • Antagonizing others • Violation of school/class rules • Horseplaying • Violating off-limits/restricted area • Habitually tardy and/or not being in assigned location • Disrupting the learning environment/Off task • Littering • Not having proper materials, supplies, and/or equipment for class participation • Inappropriate use of electronic devices • Dress code violation • Inappropriate language/actions (hurtful, vulgar, gossip, etc.) • Passive participation in hurtful acts/words against others • Public display of affection (holding hands, kissing, hugging, etc.) • Refusing to cooperate and comply with school rules/personnel	✓ School-wide PBIS ✓ Social-emotional learning program ✓ Proactive classroom management ✓ Regular, preemptive communication with families ✓ Classroom incentives ✓ Seating, assignment, behavioral accommodations ✓ Conferencing with student(s) and parents ✓ Verbal correction and redirection ✓ Reminders, role-play, daily progress sheet ✓ Loss of classroom privileges ✓ Written and/or verbal reflection

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Selected

Examples of Support, Removal and Administrative Responses

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

Level 2 Infractions	Interventions
• Using/possessing tobacco and/or lighter • Violating traffic or safety regulations • Encouraging other students to violate school rules • Leaving school and/or school bus without permission • Fighting and/or arranging altercations • Using objects inappropriately (i.e., the use of an object to harm others or damage property) • Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting) • Defacing and/or vandalism of school property • Plagiarism/academic dishonesty • Leaving school or classroom without permission (truancy) • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.) • Stealing and/or possessing stolen property • Failure to attend to/complete assigned restorative action • Gambling or Extortion • Habitual violations of school/class rules • Forgery of signatures • Sexually explicit behavior • Planning and/or arranging actions with malicious intent • Writing or drawing obscene /profane language/pictures • Harassment (i.e., physical, verbal, and sexual) • Bullying/cyberbullying • Violation of personal boundaries • Refusing to cooperate and comply with school rules/personnel	✓ Behavioral contract ✓ Self-monitoring ✓ School-home communication ✓ Adult or peer mentorship ✓ Utilize check-in and check-out system ✓ Intensive academic and/or social support ✓ Reflection (lunch, after school, Saturday, etc.) ✓ Refer student to SSPT ✓ Loss of privileges ✓ Counseling ✓ Temporary removal from class ✓ Extended school day

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Level 3 Infractions	Interventions
• Physically assaulting with serious bodily injury • Conduct or habits injurious to others (peers/authority) • Using/possessing controlled and/or dangerous substances and/or paraphernalia • Bullying (harassing, intimidating, cyberbullying) • Fighting and/or arranging altercations • Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law • Harassment (i.e., physical, verbal, and sexual) • Arson, attempting to commit arson and/or possession of explosives/fireworks (i.e., smoke bombs, sink bombs, etc.) • Causing a false fire alarm • Making a bomb/explosive threat • Encouraging other students to violate school rules • Student hazing • Using gang and/or secret society symbols/acts • Inappropriate use of electronic devices • Public displays of sexually explicit behavior • Defacing and/or vandalism of school property • Gambling • Habitual violations of school/class rules • Forgery of signatures • Stealing and/or possessing stolen property • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.) • Sexual explicit behavior, Lewd Conduct, Writing or drawing obscene /profane language/pictures	✓ All Tier 1 and Tier 2 interventions ✓ FBA-based behavior intervention plans ✓ Teaching replacement behavior ✓ Home and community supports ✓ Self-management program ✓ Restricted access ✓ In-school reflection and/or suspension ✓ Short-term out-of-school suspension ✓ Extended out-of-school suspension ✓ Request for alternate educational setting ✓ Recommendation for expulsion

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Index of Negative Student Behavior

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

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

Scholastic Dishonesty:
Scholastic dishonesty includes (but is not limited to) cheating on tests, and/or any other types of deception to obtain credit without effort. Scholastic dishonesty is unacceptable conduct. Each teacher sets their own standards of behavior for their classroom, and students are expected to know the standards and procedures for each of their classes.

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

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

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

Possession or Use of Drugs and/or Alcohol and the Sale or Intention to Sell Drugs and/or Alcohol:
Use of drugs or alcohol means a student knowingly possesses, consumes, uses, handles, gives, stores, conceals, offers to sell, sells, transmits, acquires, buys, represents, makes, applies, or is under the influence of any narcotic drug, hallucinogen, amphetamine, barbiturate, marijuana, tranquilizer, non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcohol, intoxicant, solvent, gas, or any mood-altering chemical, drug of abuse or any counterfeit-controlled substance of any kind including butane lighters. The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, and look-alike drugs is prohibited everywhere on school grounds, at all school activities, and on all school transportation (drug free zone 1000 feet radius). Backpacks, gym bags, coats, and/or any other containers might be searched by Administration and/or Law Enforcement if they suspect the presence of such items.

False Fire Alarms:
Issuing a false fire alarm is a violation of State law. Making false 911 calls is also a 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.

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Vulgarity, Profanity and Obscenity:
Any gesture or material of this nature is not permitted at school or school functions.

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

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

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

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

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

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

Arson:
Intentionally starting any fire or combustion on school property

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

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

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Hate Crime / Bullying Prevention, Policies, Procedures

Bullying is not permitted at MPS. In addition, MPS will not tolerate unlawful intimidation and bullying due to actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationalist, race or ethnicity, religion, sex, sexual orientation, or a person's association with a person, or group, with or more of these actual or perceived characteristics. Each student deserves an equal opportunity to obtain an education without dealing with the negative pressures of peers. Bullying consists of any of the following: pushing, shoving, hitting, and spitting, name calling, picking on, making fun of, laughing at, and excluding someone physically or via social media or electronic communications. Bullying causes pain and stress to those who are victims and is never justified or excusable as "kids being kids", "just teasing", "joking", "playing around" or any other rationalization. This includes the use of social media for wrongful purposes.

Each MPS Student Agrees to:
• Value student differences and treat others with respect.
• Not become involved in bullying incidents or be a bully.

Harassment of Students, Teachers, Administrators, or Staff
Harassment means making unwelcome advances or any form of improper physical contact or sexual remark and any speech or action that creates a hostile, intimidating or offensive learning environment.
Harassment can be verbal, physical and visual. (Education Code, § 212.5) Harassment is a violation of Federal Law and is contrary to the School Board's commitment to provide a physically and psychologically safe environment in which to learn.

Student Hazing
Hazing is defined as doing any act or coercing another person for initiation into any organization that causes or creates a substantial risk or causes mental or physical harm. Permission, consent or assumption of the risk by an individual subjected to hazing does not lessen the prohibition contained in this policy. Hazing may carry heavy legal consequences.

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Safety Goals and Objectives

Emergency safety plans have been written up to address emergency situations (e.g. natural disasters and fires). Each classroom is equipped with a copy of these plans and disaster drills are practiced throughout the year.

Component 1: School Climate

- Goal(s): All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.

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

Component 2: Physical Environment

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

Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.

Related Activities: Teachers can report concerns during weekly staff meetings.
Resources needed: Walk-thru form, building supplies
Person(s) responsible for implementation: Plant manager
Budget: Refer to schools' annual budget
Evaluation guidelines: Surveys, Feedback from stakeholders

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MSA 6 School Maps

Facilities Map

The section of the safety plan, which will be shared with the public, is purposefully omitted as it is an internal reference.

Emergency Map

The section of the safety plan, which will be shared with the public, is purposefully omitted as it is an internal reference.

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Emergency Drills

Status Report Form

Magnolia Science Academy **DATE:_____**

DRILL/EMERGENCY STATUS REPORT

RETURN TO THE ASSEMBLY AREA/INCIDENT COMMAND CENTER

TEACHER'S NAME_____ ROOM_____

TEACHER'S ASSISTANT'S NAME:_____ PRESENT: YES____ NO____

PARENT VOLUNTEER(S):_____ PRESENT: YES____ NO ____

STUDENT VOLUNTEER(S):_____ PRESENT: YES____ NO ____

TYPE OF EMERGENCY DRILL:

FIRE:_____ DROP/TAKE COVER:_____ EARTHQUAKE:_____ LOCK DOWN:_____

SHELTER IN-PLACE:_____ EVACUATION:_____ OTHER:_____

ALL STUDENTS ACCOUNTED FOR: YES:_____ NO:_____

MISSING OR UNACCOUNTED FOR:

INJURED STUDENTS/PERSONS & LOCATION:

STUDENT(S)	LOCATION

OTHER:

STUDENT WHO ARE ABSENT:	STUDENT WHO LEFT EARLY:

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Emergency Drill Data Sheet

MAGNOLIA PUBLIC SCHOOLS
EMERGENCY DRILL DATA WORKSHEET

Use this form to record your drill information

☐ Fire
☐ Earthquake drill with evacuation
☐ Shelter in Place
☐ Drop/Cover/Hold or "Drop"
☐ Campus Protection or "Lockdown"

Date: ___/___/_____

Name: Meagan Alonso Position: Assistant Principal

E-Mail: malonso@magnoliapublicschools.org Location Code: 8014

1. What type of alert system did you use to alert students/staff of the drill?
   ☐ Fire Alarm/Bell ☐ Voice through Intercom/PA ☐ Bull Horn ☐ Whistle

(Omit #2 for Drop/Cover/Hold or "Drop")
2. Time Drill Started: ____ (am / pm) Time Drill Completed: ____ (am / pm)

3. Total number of staff involved in the drill activity? ____
4. Total number of students involved in the drill activity? ____
5. Did any special needs students participate in the drill? If yes, about how many? ____
6. Did you encounter any challenges with the special needs children? (Y/N) ____
7. If yes, please describe challenges: _____

(Omit#8 for Drop/Cover/Hold" or "Shelter-in-Place", "Drop" & "Lockdown")
8. How long did it take to evacuate all buildings? ____ (minutes)
(Time from START of drill to the time when last staff or student arrived at the staging area.)

(Omit #9 for Drop/Cover/Hold or "Drop")
9. Did you establish an Incident Command Post? (Y/N) ____
10. Did staff bring the School Emergency Response Box to the assembly area?(Y/N) ____
(Omit#11, 12&13 for Drop/Cover/Hold or "Drop")
11. Did you use any supplies during the drill? (Check all that apply)
   ☐ Yes, our staff took supplies out their storing area.
   ☐ Yes, our staff used the supplies during the drill.
   ☐ No, we did not use emergency supplies.
12. Were parents notified either before or after the drill? (Y/N) ____
13. How were parents notified? (method) ____
14. Did any parents participate in drill? If yes, about how many? ____
15. What did parents do? _____
16. Did you encounter any behavioral problems (non-participation, student/staff distractions, etc.) during the drill? If yes, please briefly describe any problems.

17. Did you encounter problems with any of the following?

(Omit# "d, e, & f" for Drop/Cover/Hold or "Drop")
(Omit # "f" for Campus Protection or "Lockdown")

	Yes	No	Briefly describe these problems:
a. Alert System			
b. Students			
c. Staff			
d. Parents			
e. Supplies			
f. Evacuation Route			

18. Did you debrief after the drill? (Y/N) ____

19. What were the three top lessons learned?
   1. _____
   2. _____
   3. _____

20. How can this drill be improved in the future?

_____ _____
Administrator's Name Administrator's Signature

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Emergency Drill Calendar
2021-2022 / 2022-2023

August
- Fire Drill
- Earthquake Drill (Drop/Cover/Hold)

September
- Fire Drill
- Earthquake Drill (Drop/Cover/Hold)
- Lockdown Drill

October
- Fire Drill
- Earthquake Drill
- Take Cover Drill

November
- Fire Drill
- Earthquake Drill (Drop/Cover/Hold)

December
- Fire Drill
- Earthquake Drill (Drop/Cover/Hold)

January
- Fire Drill
- Lockdown Drill
- Earthquake Drill (Drop/Cover/Hold)

February
- Fire Drill
- Earthquake Drill
- Take Cover Drill

March
- Fire Drill
- Earthquake Drill (Drop/Cover/Hold)
- Lockdown Drill

April
- Fire Drill
- Earthquake Drill (Drop/Cover/Hold)

May
- Fire Drill
- Earthquake Drill (Drop/Cover/Hold)

June
- Fire Drill

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Insurance Claim Form

Liability Incident Call-In Report

*(This form is confidential and should **NOT** be given to parents, guests, or third parties.)*

Charter School: _____ Location / Site: _____

School Administrator's name: _____ Title:_____

Address where incident occurred: _____

_____

Type of Incident:

Parent/guest incident ____ Parent/guest complaint/allegation ____ Employee complaint/allegation ____

Name of person(s) filing complaint: _____

Date of incident: _____ Time: _____ AM_____ PM_____

Legal complaint or attorney letter received? _____Yes _____No (if yes, please fax a copy with this report)

Specific location (e.g. *northwest corner of Building G*) where incident occurred: _____

_____

Staff member responsible at the time of this incident: _____

Contact Information: Phone: _____ Email Address: _____

Name of person to whom the incident/complaint was reported: _____

Contact Information: Phone: _____ Email Address: _____

If the incident/complaint was not reported immediately, why not? _____

_____

Cause of incident or complaint (check any that apply):

_____Trip/slip/fall _____Employment dispute
_____Allegation of neglect/unsafe conditions _____Wrongful termination complaint
_____Allegation of discrimination or abuse _____Special education complaint

(Please describe in detail):_____

_____
_____

_____

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Check any of the following possible causes which may apply:

_____Failure to follow proper policy _____Retaliation
_____Inattention _____Act of other
_____Carelessness _____Alcohol/drug use
_____Unreasonable demands _____Unsafe act

What steps have been taken or recommended to prevent or reduce the likelihood of a recurrence?

_____

_____

Comments: _____

_____

_____

WITNESS INFORMATION (use separate sheet for additional witnesses)

Name: _____ Name: _____

Address: _____ Address: _____

City/State/Zip: _____ City/State/Zip: _____

Phone: _____ Phone: _____

Email: _____ Email: _____

Please call in to hotline to report as a claim.
(877) 263-9904
Do not fax report; the JPA will receive a copy from the hotline.

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H.O.S.T. Crisis Communication

Always call 911 first when a life-threatening emergency is in place! You can call the Suat Acar, Chief Operations Officer anytime by skipping the below process to get direct guidance. In case you cannot reach the Chief Operations Officer you may call the MPS CEO, Mr. Rubalcava or the Director of Student Services, Mr. Jason Hernandez for immediate assistance.

Standard Operating Procedure

The section of the safety plan, which will be shared with the public, is purposefully omitted as it is an internal reference.

Magnolia Science Academy 6

INTEGRATED SAFE SCHOOL PLAN QUICK REFERENCE GUIDE

1512 Arlington Ave
Los Angeles, CA 90019
310-842-8555

POSITION	ROLES & RESPONSIBILITIES	PRIMARY NAME	BACKUP NAME
Incident Commander	During a crisis, directs all crisis operations, verifies facts, contacts LD, and coordinates all crisis response and intervention services.	Choe, James	Theis, Jacob
Crisis Team Leader	Coordinates all crisis team responses, including triage, assessment, and crisis counseling for students, staff, & parents.	Choe, James	Theis, Jacob
Search and Rescue	Conducts search of facilities for students and staff that have been incapacitated.	Peters, Milan	Azari, Nasim
Public Information Officer (PIO)	Official spokesperson for an incident. Includes preparing Blackboard Connect and other communications for staff and parents, identification of media locations and updates.	Choe, James, and/or MPS, and/or LAUSD	Theis, Jacob
Psychological First Aid	Team provides psychological/emotional support and crisis counseling for students, staff, and parents.	Gomez, Jasmine	Theis, Jacob
First Aid/Medical	Team ensures that first aid supplies are available and performs medical first aid/triage.	Joselyn Villegas	Lorie Blass
Security	Team ensures school site security, secures gates, and performs short-term repairs and shutoff of utilities as necessary.	Theis, Jacob	Azari, Nasim
Request Gate	Team processes requests for student pick-up.	Huezo, Maria	Kim, Sarah
Reunion Gate	Team reunites students and parents at Reunion Gate.	Mackey, Ebonee	Smith, Claire

Logistics	Provides all incident support needs such as facilities, transportation, communications, supplies/equipment and food services; includes adjusting schedules and menus, as needed.	Lockman, Daniel	Smith, Claire

Communications	Team maintains a log of incident actions and all documents associated with the emergency;maintains status board of incident actions, monitors phone calls, television, radio and social media for information.	Choe, James	Theis, Jacob

THREAT ASSESSMENT TEAM CHART

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

A threat is defined as the expression of a willful intent or desire to inflict harm that would likely result in death, bodily injury, physical damage to property, or disruption to institutions or District-sponsored activities. A threat may be direct, indirect, verbal, non-verbal, written, or electronic and may target an individual, a particular group on campus, the entire school, or the community. The multi-disciplinary Threat Assessment Team may include, but not be limited to, an Administrator, a Los Angeles School Police Department Officer, and a mental health professional (e.g., for students, a Psychiatric Social Worker, School Psychologist, Pupil Services and Attendance Counselor, or School Mental Health Administrator if the person making the threat is an adult). The person making the threat, the targeted individual(s), or witness(es) should not be part of the threat assessment team meeting.

POSITION	ROLES & RESPONSIBILITIES	PRIMARY NAME	BACKUP NAME
Administrator (Principal, Assistant Principal, or Administrative Designee)	Takes charge of the suicide/threat risk incident, convenes the Suicide/Threat Risk Assessment Team, designates specific roles to team members (securing campus safety, assessment, gathering information, documentation, etc). Coordinates all information, referrals, safety planning, and monitoring.	Theis, Jacob	Choe, James

Mental Health Professional (For Student Suicide/Threat Risk Assessment: Psychiatric Social Worker,	Assists with the risk assessment, gathering background information, including interviews and statements from the person of interest & witnesses. Identified as the Suicide Prevention Liason. Brings mental health and trauma expertise in working with students & families.	Theis, Jacob (Student Threat Assessment) Choe, James (Adult Workplace Violence Assessment)	Theis, Jacob (Student Threat Assessment Backup) Choe, James (Adult Workplace Violence Assessment Backup)

PSA Counselor, School Psychologist) (For Adult/Employee Workplace Violence Risk Assessment: School Mental Health Administrator)			
Law Enforcement (Los Angeles School Police Officer-resident or patrol officer; Los Angeles Police Department; LA County Sheriff's Department)	Responds to situations of risk of violence to self or others. Assists with assessment and application/ transport for a psychiatric evaluation, as needed. Determines whether a threat is a criminal threat; actions may include arrest, citation, or other investigative responsibilities. Assists with identifying the criminal background of the person of interest.	Pio Pico School Police	Police (LAPD)

SEARCH AND RESCUE TEAM

The Search and Rescue Team performs search and rescue operations. Milan Peters and Nasim Azari	
Meeting Location (Inside)	
Meeting Location (Outside)	OUTDOOR Grass Field
Search and Rescue Team 1 The Search and Rescue Team is responsible for preparing and performing search and rescue operations during an emergency. All Search and Rescue Team 1 Must have FOUR members.	

Team Leader	**Member 2 / Alternative Leader**	**Member 3**	**Member 4**
Azari, Nasim	Peters, Milan	Lockman, Daniel	Smith, Claire

SECURITY/UTILITIES TEAM

Ensures site security of the school site and short-term repairs.			
Meeting Location (Inside)	Main Office		
Meeting Location (Outside)	Room 28		
Team Leader	**Member 2 / Alternative Leader**	**Member 3**	**Member 4**
Choe, James (LAUSD)	Theis, Jacob (LAUSD)	Peters, Milan	Kim, Sarah

FIRST AID/MEDICAL TEAM

Ensures first aid supplies available and administered.			
Meeting Location (Inside)	Main Office		
Meeting Location (Outside)	Room 28		
Team Leader	**Member 2 / Alternative Leader**	**Member 3**	**Member 4**
Villegas, Joselyn	Blass, Lorie	Theis, Jacob	Kim, Sarah

FIRE SUPPRESSION/HazMat TEAM

Extinguishes fires and evaluate the potential chemical spills			
Meeting Location (Inside)	Main Office		
Meeting Location (Outside)	Room 28		
Team Leader	**Member 2 / Alternative Leader**	**Member 3**	**Member 4**
Huezo, Maria	Villegas, Joselyn	Mackey, Ebonee	Kim, Sarah

PSYCHOLOGICAL FIRST AID/CRISIS TEAM

Provides psychological counseling for students and staff.			
Meeting Location (Inside)	Main Office		
Meeting Location (Outside)	Parish Hall		
Team Leader	**Member 2 / Alternative Leader**	**Member 3**	**Member 4**
Gomez, Jasmine	Azari, Nasim	Blass, Lorie	

REQUEST/REUNION GATE TEAM

Request Gate team - Processes requests for student pick-u	Reunion Gate Team - Reunites parents with students
Request Gate Team Meeting Location (Outside)	**Reunion Gate Team Meeting Location (Outside)** West Gate
Team Leader - Huezo, Maria	Villegas, Joselyn

Alternative - Peters, Milan	Alternative - Mackey, Ebonee

SUPPLY/EQUIPMENT TEAM

Ensures adequate supplies and equipment.			
Meeting Location (Inside)	Main Office		
Meeting Location (Outside)	Room 28		
Team Leader	**Member 2 / Alternative Leader**	**Member 3**	**Member 4**
Theis, Jacob	Choe, James		

DOCUMENTATION/COMMUNICATION

Maintains emergency log including financial information and analyzes the situation and updates Incident Command			
Team Leader	**Member 2 / Alternative Leader**	**Member 3**	**Member 4**
Theis, Jacob	Choe, James		

ADDITIONAL CONTACTS

Complex Project Manager - George Stewart	LD Administrator of Operations - Webb, Alfonzo (LAUSD)
LD Operations Coordinator - Hernandez, Paul	LAUSD Office of Communications - (213) 241-6766
School Nurse - N/A (LAUSD)	Bus Dispatch - (800) 522-8737
Electric Company - SCE	Gas Company - The Gas Company
Nearest Pediatric Emergency Room - Vermont Urgent Care & Specialty Center	Pediatric Emergency Room Phone number (213) 386-2511

1435 Vermont Ave #100 Los Angeles, CA 90019	
Nearest Hospital - Children's Hospital Los Angeles Group 3701 Wilshire Blvd #600 Los Angeles, CA 90019	Hospital Phone number (323) 361-2336
Nearest Medical Clinic - See Above	Clinic
Fire Station - LA County Fire Department 26	Police/Sheriff Station - Los Angeles Police/Fire Department

Emergency Evacuation Procedures:

Search & Rescue Teams - after taking attendance inform the teacher next to you and report to the emergency bins and wait until your team has assembled. Classrooms and all non-instructional rooms will be cleared **J. Choe and J. Theis.**

Command Center – Ensure that all students, teachers, and staff are accounted for and will be cleared by **J. Choe and/or J. Theis.** *Campus Aides*, *Custodial Staff, Cafeteria Staff*, *Request Gate*, and *Reunion Gate Personnel* will report to Command Center: **J. Choe and/or J. Theis.**

Triage – First Aid/Medical and Crisis Team personnel need to report to **J. Choe and/or J. Theis and/or N. Azari .**

Security/Utilities – Secure gates and entry points – Shutdown: gas, electrical, and water when necessary.

Shelter In Procedures/Lock Down:

The section of the safety plan, which will be shared with the public, is purposefully omitted as it is an internal reference.

Updated 10/07/2021 by J. Theis

School Map

The section of the safety plan, which will be shared with the public, is purposefully omitted as it is an internal reference.

Evacuation Location Map

The section of the safety plan, which will be shared with the public, is purposefully omitted as it is an internal reference.

Los Angeles Unified School District

INTEGRATED SAFE SCHOOL PLAN

2021-2022

PIO PICO MIDDLE SCHOOL

1512 S ARLINGTON AVE

LOS ANGELES, CA 90019

(323) 733-8801

Generated On: 9/30/2021

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1. Introductory Material

1.1 Signature Page

Los Angeles Unified School District

Integrated Safe School Plan

School: PIO PICO MIDDLE SCHOOL **Date Generated:** **9/30/2021**

The Integrated Safe School Plan (ISSP) was developed and approved using a District-wide template and a collaborative process respectful of representation/input from all stakeholders groups. All required Committee members listed below must sign the signature page.

Title:	Name:	Signature:	Date Signed:
Required Committee Members:			
Principals/Designee:	CONSTON-RAOOF, MIRANDA		
UTLA Chapter Chair:	BREUER, JARED		
Classified Representative:	GONZALEZ, VICTORIA		
Student (Secondary) **Representative**:	Melanie Coto		
Parent (of an attending student) **Representative**:	Elizabeth Estrada		
Law Enforcement **Los Angeles School Police**:	ROMERO, SANDY		
Or **LAPD/LA County Sheriff/** **Local Jurisdiction Agency**:	Officer Larson, Officer Avila, Officer Ortega, Officer De la Sierra, Dectective Lopez		
Charter School Principal/Designee:			

1. Introductory Material

1.2 Record of Changes

Change Number	Date of Change	Name	Summary of Change

1.3 Overview

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

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

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

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

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

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

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

Recovery planning begins at the preparedness phase of crisis response. The effectiveness of recovery efforts depends on pre-planning and developing partnerships with community agencies that can provide follow-up services as needed. Recovery entails planning for the structural, business/fiscal, academic, psychological, and physical needs of the school community. The goal of social-emotional recovery is to promote coping and resiliency for students, staff, and parents/guardians.

The ongoing recovery phase is designed to assist students, staff, and their families in the healing process and to restore educational operations in school. As the initial effects of a crisis subsides, it is important for the school site crisis team to continue to assess the ongoing effects of the crisis and modify the plan accordingly.

There are short-term and long-term recovery activities to consider in the aftermath of a crisis situation. In the short-term (days to weeks), the school may focus on restoring regular school functions and routines as efficiently and promptly as possible. In the long-term (weeks to months), the school may focus on individuals who require more intensive services and on systemic changes to restore the school's safe and healthy learning environment.

Access BUL-5800 Crisis Preparedness, Response and Recovery for more information.

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

1.4 Goals

As part of the planning process, each LAUSD school reviews school-specific data and identifies several goals for the school year. This year's Integrated Safe School Plan goals are:

People and Programs Goal #1: This year the Administrative Staff and the Restorative Justice Advisor / Representatives will provide students with two assemblies for good citizenship and hold attendance awards assembly.

People and Programs Goal #2: The Principal will monitor teachers attendance and students attendance. The principal will monitor MiSiS and remind teachers to submit attendance. The principal will provide the teachers with a written report from MY Data of the monthly loses that occur at the school for attendance not taken.

Threat / Hazard: Bio Chem / Hazmat

Threat / Hazard Goal: The goal is to identify and to locate hazardous materials and to store safely to meet the Fire and Office of Environmental Health and Safety Codes.

Emergency Function: Drop Cover and Hold On

Emergency Goal: The goal is to practice routinely the Drop Cover and Hold procedure monthly.

1.5 Plan Organization and Concept of Operations

The effective management of emergencies requires both adequate emergency preparedness and emergency response capabilities. This plan is organized into eight sections. Sections 1-2 give a plan overview and covers the mitigation and prevention activities that schools can implement before an emergency. Sections 3-4 focus on emergency preparedness, identifies the school's emergency response teams and defines the roles and responsibilities of team members. Sections 5-6 presents guiding laws and guidance for determining the nature and extent of an emergency, as well as a series of initial response actions to be taken in an emergency. Section 7 describes the detailed emergency response procedures that will be used for the many types of emergencies that may be encountered in a school setting. Section 8 provides a series of appendices of supplemental emergency information including contact information and supply lists. Standard forms, site maps and other supporting information are also contained in the appendices.

2. Plan Development

2.1 School Safety Planning Committee

LAUSD recognizes that everyone, from the administration and staff to the parents and the community, has a role in helping schools create safe environments. The template for the Integrated Safe School Plan is reviewed and must be updated annually, and as needed on an ongoing basis, with input from subject matter experts and first responder agencies. Every school is responsible for establishing a School Safety Planning Committee, composed of all stakeholder groups. The plan shall be written and developed by a School Site Council (SSC); the SSC may delegate this responsibility to the School Safety Planning Committee made up of members as outlined below (CA Ed. Code Section 32281). The committee is accountable for writing, implementing, monitoring, and evaluating the comprehensive, integrated plan based on the District template and unique to the school's safety needs.

The School Safety Planning Committee should present the updated ISSP at a public meeting at the school site and include discussion and public comments. The uploaded document should include a dated meeting agenda and supporting documents and communications (CA Ed Code 32288).

District employees must be aware of and comply with District, state, and federal safety policies.

Required Team Members

Title	Name
Principal/Designee	CONSTON-RAOOF, MIRANDA
UTLA Chapter Chair	BREUER, JARED
Classified Representative	GONZALEZ, VICTORIA
Student (secondary) Representative	Melanie Coto
Parent (of an attending student) Representative	Elizabeth Estrada
Los Angeles School Police *-OR-*	ROMERO, SANDY
LAPD/LA County Sheriff/Local Jurisdictional Agency	Officer Larson, Officer Avila, Officer Ortega, Officer De la Sierra, Dectective Lopez
School Safety Planning Committee Chair	RANDOLPH, HARRISON
Charter School Principal/Designee	

Suggested Team Members

Title	Name
Teacher	RANDOLPH, HARRISON
Dean	

2. Plan Development

Cafeteria Manager	PARKER, GUIYETRA
Plant Manager	STEWART, GEORGE
School Psychologist	PINEDO, SYMONE
Counselor	ONWUEMELIE, IFEANYI
Physical Education Teacher	ESTRADA, ALLEN
Nurse	LEE, JENNIFER
Health Education Teacher	CONNAGHAN, MARCUS
PSW	PINEDO, SYMONE
Parent Center Director	
PSA	BRAMBILA, AURELIA
Coach	JAVELOSA, EVELYN

2.2 Mitigation and Preparation

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

2.3 Safe School Planning Committee Checklist

Essential Checklist: School Safety Planning Committee

- ☐ The School Safety Planning Committee is established and contains a broad representation of all stakeholder groups (students, parents, staff, and community).
- ☐ Schedule and publish the meeting dates for School Safety Planning Committee.
- ☐ Send out a survey to faculty to ascertain who has the training, skills, interest, and aptitude for each assignment in the Integrated Safe School Plan. Log on to: http://achieve.lausd.net/emergencyservices and look under "Integrated Safe School Plan," LAUSD ISSP Resources for "School Emergency Team Skills Survey." You can also find examples of memos and letters you can use.
- ☐ Make the staff assignments in the Integrated Safe School Plan based on the results of the survey, recommendations from the School Safety Planning Committee and consultation with the principal.
- ☐ If practical, the School Safety Planning Committee consults, cooperates and coordinates with other school site councils or school safety planning committees (CA Education Code Section 32282).
- ☐ Prior to adoption, the Integrated Safe School Plan is reviewed and discussed by the School Safety Planning Committee and the administrative staff.
- ☐ A current copy of the Integrated Safe School Plan (redacting sensitive information such as all school maps) is available for public review in the Main Office (Ed Code 32282). Additional copies are in the emergency bin and School Emergency Response Box.
- ☐ Staff members are made aware of how to access the Integrated Safe School Plan online (issp.lausd.net), their emergency roles in the plan, and how to print it.
- ☐ All employees are reminded of their role and responsibilities as disaster service workers. (See Section 5.)
- ☐ Verification of the public meeting is on file and includes the meeting announcement, meeting agenda, and sign-in sheet.
- ☐ The Integrated Safe School Plan is evaluated and amended as needed by the School Safety Planning Committee no less than once a year to ensure that the comprehensive school safety plan is properly implemented [Ed. Code Section 35294.2(e)].
- ☐ Check all emergency supplies in the emergency bin, nurse's office, classrooms and School Emergency Response Box. Check for expired or obsolete supplies. Order replacement supplies from the warehouse. Note that each semester you will need to certify through the online Administrator's Certification process that the school's emergency bin is stocked in adequate amounts, organized, in good working order, and within applicable expiration

guidelines.

- ☐ Establish a Continuity of Service Plan (also known as a Continuity of Operations Plan). Which functions are essential? Which functions must be conducted on site? Who will replace critical staff if they are absent for a prolonged period of time? Make sure the replacement staff has keys and job descriptions for their new duties. For the school continuity plan template, see the Emergency Services web site: Essential Functions for Continuity of Service at School.
- ☐ Check all school radios. If there is a problem, contact the Radio Unit at (323) 224-2411. Visit their website for more details: https://achieve.lausd.net/radiounit.
- ☐ Have faculty identify their neighboring classroom "buddy" with whom they will check on during an evacuation. Create a list to make sure no one is omitted.
- ☐ Create/update the staff cell phone contact list and add it to the ISSP appendices.
- ☐ Check your school's emergency contact phone list of District offices and support personnel to make sure it is current and accurate. (This can supplement Emergency Contacts in Section 3.20, Contacts in Section 8 [Appendices] and Additional Contacts data in Step 4 of the online ISSP).
- ☐ Schedule fire drills and other emergency drills on the school's master calendar.
- ☐ Ensure that the school's emergency response box contains current and accurate lists.
- ☐ Review the school's emergency response procedures with your office/clerical/custodial and support staff. Make sure they are prepared.
- ☐ Review the school's emergency response procedures with Beyond the Bell, L.A.'s Best, Youth Services, and any other before or after-school staff. Make sure they are prepared and know how to respond to an emergency. Make sure they have access to any and all emergency supplies. Print them copies of the Integrated Safe School Plan and all contact lists.
- ☐ Direct staff to http://STEPS.lausd.net for online emergency training information. Administrators can use the STEPS website to access online Emergency Management classes from FEMA.
- ☐ Conduct a Vulnerability Assessment using the template provided on the Emergency Services website. Take STEPS class 406, "Conducting a Vulnerability Assessment," to learn more.

2.4 Plant Inspections

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

Essential Checklist: Plant Inspections

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

2.5 Hazards in the Community – Vulnerability Assessment

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

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

Site administrators should visit the CalEPA website and insert the address of their school to see a list of environmental hazards near their campus. They should then print out the map of their school community that shows the exact location of these facilities. Note hazards near the campus, including:

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

The map should be retained with the Integrated Safe School Plan and be a reference during emergencies and evacuations.

2.6 Preparation and Mitigation for Students with Disabilities

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

All school staff members need to be aware of the needs and challenges of students in their care. Schools are required to establish specific plans for students and/or employees with special needs to ensure their safety and implementation of any necessary documentations during any emergency (CA Education Code Section 32282). In collaboration with appropriate staff, the School Safety Planning Committee should consider what additional steps and resources the school will use for students and adults with access and functional needs, disabilities, and other special needs. All emergency planning and preparation must consider the requirements of students with disabilities and other specific needs. Some students in special education and general education may need additional assistance during an emergency. It is crucial to prepare for the needs of these students and provide the necessary materials, resources, and personnel. Specific needs can be categorized into several, general groups:

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

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

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

An administrator/designee shall be identified as the primary contact for ensuring students and others on campus with disabilities and other special needs are considered throughout the ongoing development of the plan. THEDFORD, JAMIE This administrator and an alternate comprise the Access and Functional Needs Team (See Section 3.6).

Identification of Students with Specific Needs

The School Safety Planning Committee and other stakeholders should compile a list of students with specific needs. The list should include students with temporary physical challenges as well as students with injuries or issues that may not qualify them for special education services, but who are still going to need additional assistance during or immediately after an emergency.

2. Plan Development

Knowing the most fragile and dependent members of the school population will allow the school to prepare for the challenges and be successful during an emergency.

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

- School Nurse
- Parents
- Teachers
- IEP Meetings
- LRE Counselors
- Students
- 504 Plans
- 504 designees
- Counselors
- Meetings (e.g., Student Success Progress Teams)

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

Lists of students with specific needs should be kept in the School Emergency Response Box and shared with the Operations Team Leader, who oversees the Search and Rescue Teams and the Triage Teams. Both teams need to know the names and challenges faced by these students as it directly impacts the response actions of those teams. The following items should be stored in the School Emergency Response Box in folders marked “Confidential”:

- Class schedules for students with specific needs, so that Search and Rescue Teams will know where to look for students.
- Emergency contact information for each identified student with specific needs.
- Welligent (Student Health Program) print-outs for students with chronic conditions who may require special or additional support from the Search and Rescue Team or Triage Teams.
- Information is available in the REF-5450 School Emergency Response Boxes.

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

The Administrator/Designee for Access and Functional Needs should ensure that all students with specific needs during an emergency have been identified and that the list of these students and their needs has been placed in the School Emergency Response Box.

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

Emergency Notification for Students with Specific Needs

School administration must ensure that emergency notification systems at the school site are functional for all students in all locations on campus. Conducting regular emergency drills incorporating an emergency notification system, such as the fire alarm system and PA system, tests the system and identifies any non-functional elements. Drilling with the school's emergency notification systems also creates familiarity with the sounds and lights associated with emergencies for students with specific needs. Supplemental online alarm systems training courses STEPS 411 and 418 are offered through MyPLN.

The Administrator/Designee for Access and Functional Needs should ensure the following are in place:

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

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

Evacuation Concerns for Students with Specific Needs

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

On an ordinary school day, some students with mobility issues attend classes on the upper floors of buildings and use the elevator to travel from one floor to another. If there is an emergency that includes a power failure or activation of the fire alarm system, the elevator will not function, and these students will need assistance getting to the ground floor. These students will also need assistance after an earthquake as elevators should not be used. In

addition, disaster debris or damage may be disorienting to others who normally use the stairs, such as blind students. Relocating upstairs classrooms of students with significant evacuation challenges to the ground floor should be considered for student safety.

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

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

To make sure that these students, identified assistants, and Search and Rescue Team members are familiar with each other, all students must take part in all campus emergency drills. It will only be through practice that team members become familiar with the students and their capabilities. Drills should also pose a variety of challenges, such as blocked stairways and compromised access to direct exits, so that students and staff learn alternate routes to the Assembly Area. Information is available in the REF-5803 Emergency Procedures, Drills and District-Wide Exercises.

All students with evacuation challenges must be identified and know:

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

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

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

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

Preparing to Shelter and Care for Students with Specific Needs

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

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

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

2.7 Public Shelters

Please note that there are procedures that are followed by LAUSD before any school is used as a public disaster shelter. Public shelters are managed by the American Red Cross, and all shelter operations are coordinated through the Office of Emergency Services in adherence to pre-established agreements. Any requests from the Red Cross for shelters should be directed to the Office of Emergency Services at 213-241-5337 or the LASPD Watch Command at 213-625-6631. More information is available in the BUL-6084 LAUSD Use of School Facilities in an Emergency or Disaster Situation Bulletin.

2.8 Assessments

The school ensures that appropriate stakeholders participate in the annual self-assessment process. Twelve self-assessments are available for completion online as part of Step 2 of the Integrated Safe School Plan process. They contain critical elements of safe and healthy school planning that must be completed to be in compliance with federal law, state law, and District policy and procedures. Results can be used to further facilitate the development of the school's ISSP.

The most successful assessments are conducted by a broad array of individuals, including support staff and first responders. Students and parents, including students and parents with disabilities, and others with access and functional needs, should be included to the maximum

extent appropriate. These individuals will reflect on the school's practices, progress and challenges based on the prior year's data to complete the assessments.

2.8.1 Health and Nutrition

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

School menus, Café-LA programs, meal application and other pertinent food services and nutritional information can be found on the Food Services Division website at https://achieve.lausd.net/cafela. .

Adequate time for students to obtain and consume their meals is a state, federal and Board requirement. Schools that have an after-school program offer healthy snacks and supper meals provided by the Food Services Division.

2.8.2 Positive Safe School Environment

2.8.2.1 Positive Safe School Environment – Reporting and Notifications

Child Abuse Reporting

Responsibilities of the Administrator:

- Discuss the child abuse reporting policy with all employees two times a year (at the beginning of each semester).
- Collect and file all individually signed statements acknowledging legal requirements and District policy concerning child abuse reporting.
- Ensure all employees have completed the annual fall online Child Abuse Awareness Training and passed the assessment by September 30 of each school year.
- Notify the appropriate Local District Administrator when a District employee is alleged to be the perpetrator in a child abuse report.
- When an allegation of child abuse has been made, District personnel may make initial inquiries leading to reasonable suspicion of child abuse and then are precluded from conducting an investigation or taking any action prior to or during the child protective agency/law enforcement investigation. Action includes, but is not limited to, interviewing witnesses, interviewing the alleged perpetrator, contacting parents of alleged victim, taking written statements, seeking verification of information, and taking disciplinary action. (Exceptions to this may include the temporary relocation of an employee.)

Responsibilities of All Employees:

- View and pass the online Child Abuse Awareness Training and participate in the Spring Child Abuse Awareness Training conducted at the school site.

- Any District employee who has knowledge of, observes, or reasonably suspects an instance of child abuse shall report the known or suspected instance of child abuse to a child protective agency/law enforcement immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.
- The employee reporting suspected child abuse is not to verify the suspicion or prove that abuse has occurred.
- Investigation (questioning witnesses, obtaining written statements), notification (family, alleged perpetrator), counseling, and family intervention are the responsibilities of the child protective agency/law enforcement agency.
- District policy and State law requires that every employee who entered into employment on or after January 1, 1981, shall sign a statement to the effect that they know of the requirements to report known or suspected instances of child abuse and will comply with such requirements. The employee need only sign the statement once at each site, not every year.

Guidelines for Child Abuse Reporting:

- Reportable victims include: persons under the age of 18, and dependent adults, 18-64 years of age who are dependent upon others for care.
- Child abuse includes physical abuse, sexual abuse, neglect, life endangerment, willful cruelty, and emotional abuse.
- If a child discloses that they were abused or an allegation of abuse is brought to the attention of any District employee, a report MUST be made as soon as reasonably possible and should not be put off until the end of the school day. School procedures may not require the reporter to disclose his/her identity to school personnel prior to or after making a report.
- A Child Abuse Report is to be made to only one child protective/law enforcement agency. School Police is NOT a child protective agency, and reports made to School Police are NOT a means of complying with the law.
- Child abuse reports are confidential. Reports are to be completed only by the designated reporter. The written report is to be completed and filed with the appropriate agency within 36 hours from the time that the allegation is received.
- The law enforcement officer or children’s services worker who receives a report of suspected child abuse or neglect determines the course of action and has specific legal authority and responsibilities. The official may interview anyone in the course of the investigation and may take the alleged child victim into protective custody.
- Any person mandated by the California Penal Code who fails to report any instance of child abuse, which they know or reasonably suspects to exist, can incur criminal, civil, and/or professional liability.

- No employee mandated under provisions of the California Penal Code shall be civilly or criminally liable for reporting suspected child abuse.

Incident Reporting

Responsibilities of the Administrator:

- Inform all staff of the reporting/notification process.
- Identify and manage the users who have access to the online iSTAR system.
- Report all incidents using the iSTAR System. Reports should be timely and thorough.
- Follow incident reporting procedures in BUL-5269 Incident System Tracking Accountability Report (iSTAR).
- Report incidents also to Local District Operations for appropriate follow-through.
- Regularly review incident reports for trends, particularly those incidents involving crimes, to identify and implement prevention strategies.

Incident Reporting Guidelines:

An iSTAR is to be completed for the following types of incidents:

- Any threat, including bomb and terrorist threats, to the school, individual student(s), or staff.
- Student or staff member injured or missing.
- An assault or battery on a staff member.
- Serious infraction by a staff member.
- Any event involving police or fire departments.
- Life-threatening incidents and safety hazards.
- Serious campus disturbances (major fight, demonstration).
- Natural disaster.
- Evacuations, lockdowns, shelter in place actions.
- Utility outage.
- Construction problem preventing access.
- Unplanned media or social media coverage.
- Harassment/discrimination.

Parent Notification - *Parent-Student Handbook*

Responsibilities of the Administrator:

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

2.8.2.2 Positive Safe School Environment – Campus Security

Student and Employee Security

Responsibilities of the Administrator:

- Review the information contained in Bulletin 5721 Student and Employee Security, with the students and staff at the school.
- Assign custodial personnel to check the campus for loiterers and trespassers, especially restroom areas, when opening and closing the building and grounds.
- Call School Police at (213) 625-6631 when assistance is needed on or adjacent to the campus.
- Develop classroom-to-office emergency communication plans in the event that regular means of communication are unavailable.
- Implement a neighborhood school-watch program. Request residents to report any unusual activities on campus to the principal during regular business hours and to School Police or the local law enforcement agency during nights, weekends, and holidays.
- Develop strategies to control rumors concerning school or community incidents.
- Organize, under the supervision of appropriate school personnel, a team of volunteer parents, other community residents, and staff members to patrol the campus and the perimeter.
- Enforce dress code that prohibits the wearing of gang apparel or the use of gang-related symbols.
- Work with School Police, local law enforcement and the school safety committee to review crime data for the area surrounding your school. Assess the current status of crime committed on school campuses, at school-related functions, and in the neighborhood surrounding your school (CA Education Code Section 32282). A website that maps crime data by address, such as http://www.crimemapping.com, is a very useful tool. The following information can also be reviewed: office referrals, attendance rates/School Attendance Review Board data, suspension/expulsion data, California Healthy Kids Survey, School Plan for Student Achievement, School Experience Suryvey, local law enforcement juvenile crime data and property damage data.

Responsibilities of Staff:

- Report to the Main Office or other designated office prior to proceeding to assigned classrooms or work areas.
- Lock classroom doors when working alone before or after school hours.
- Establish and maintain a buddy system when working in isolated areas or traveling to and from parking areas at the start and close of school.
- Exercise stringent control of assigned school keys and secure all personal valuables.

- Report any person loitering in or adjacent to parking areas, etc., or sitting in a parked car.
- Instruct students to avoid strangers and provide strategies for avoiding contact with strangers. Utilize the following resources as appropriate: LAUSD crime prevention programs, drug resistance programs, child abuse and traffic safety bulletins.

Campus Supervision

Responsibilities of the Administrator:

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

Locked Campus Policy

Responsibilities of the Administrator:

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

Visitors to School Campuses

Responsibilities of the Administrator:

- Schools must develop and post a visitor's policy. The policy must not set arbitrary time limits regarding frequency and duration of visits and must be distributed to parents and staff annually.
- Inform parents in advance of the procedures for visiting the school.
- Have all visitors report to the Main Office upon arrival. Visitors must wear a visitor pass and return the pass upon departure.
- Conduct a review to ensure that the appropriate and approved signs are posted regarding visitors, trespassing, loitering, and other requirements at all utilized entrances. Report persons loitering or trespassing on or adjacent to the campus to LASPD.

Administrators have the authority under the California Penal Code, Los Angeles Municipal Code and the Education Code to report to the appropriate police agency visitors who fail to adhere to the posted "Visitor's Policy."

Responsibilities of the Parents/Visitors:

- All campus visitors must have the consent and approval of the principal/designee within a reasonable period of time after making a request to visit the school.
- Parents have the right to observe in the classroom in which their child is enrolled within a reasonable period of time after making a request.
- Visitors are not to converse with the students, teacher, or instructional aides during the visitation.
- Visitors are to keep the frequency of classroom visits reasonable (to be determined by the activity being observed).
- Parents do not have the right to willfully interfere with the discipline, order, or conduct in any school classroom or activity with the intent to disrupt, obstruct, or cause substantial disorder in a place where a school employee is required to perform his or her duties.

School Police/Local Law Enforcement

Responsibilities of the Administrator:

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

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

Procedures When Calling for Service from Law Enforcement Agencies:

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

Responsibilities of the Los Angeles School Police Department (LASPD)

As peace officers, School Police Officers are expected to take appropriate steps to discourage potential law violations and head off potentially threatening situation. Their primary responsibility is to "keep the peace" by protecting students and staff from physical assault and school property from theft and destruction. LASPD officers will be available to support school-site administration, students, staff, community members, and local agencies to create a safe and secure school learning environment. LASPD will also provide support through the Youth Diversion program to address safety issues and criminal conduct. Safe Passages and other

specialized units will work to support LASPD officers assigned to support schools to ensure safety around the campus, enforcing all applicable laws fairly and impartially and maintaining presence in safe passages areas. Minor violations will be addressed with the “spirit of the law” posture rather than a “letter of the law” posture in enforcement efforts.

School Police Officers will:

- Respond to the school for the protection of pupils and District personnel, the security of District property, and the prevention of theft and malicious mischief to cars and other personal property of school personnel on campus.
- Develop and maintain a positive, professional and ongoing working relationship with the school-site administration, students, staff, school community members, and outside local and law enforcement agencies, to address and problem-solve crime and safety issues and to meet the school’s safety objectives and goals as established.
- Follow all procedures consistent with the District-established policies and School Police directives.
- Act in an advisory capacity regarding the need to involve local law enforcement agencies.
- Assist in the preparation, evaluation, and updating of the Integrated Safe School Plan.
- Serve as a member of the school’s Crisis Team and School Threat Management Team.

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

- In instances, where law enforcement statutory requirements apply, the appropriate legal decisions are made by the police officer. While in most cases the situations will be obvious, in other less obvious instances, the legal decision will be made by the involved police officer, consistent with current Police Department and District directives and policies and in consultation with an LASPD department supervisor.
- A lockdown of the campus is called by either a law enforcement agency or a site administrator to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the security of the school. The site administrator terminates the lockdown after consulting with law enforcement.
- Properly identified law enforcement officer(s) are allowed to interview a student “in the presence of the principal or a teacher.”
- Properly identified law enforcement officers may remove a student from a school. Responsibility for parent notification of a student’s removal by law enforcement personnel rests with the school administration. The involved officer is also obligated to make parent notification.
- The difficult task of delivering death notifications to next of kin is the responsibility of law enforcement personnel or the Los Angeles County Coroner’s Office personnel, who have been provided with the training and resources necessary to carry out such notifications. If a death has occurred on campus and a member(s) of the victim’s family

arrives at the school prior to being notified of the death by law enforcement, the family member(s) should be escorted to a private comfortable setting until law enforcement personnel arrive. If a member of the victim's family calls the school prior to notification by law enforcement, they should be asked to come to the school.

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

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

2.8.2.3 Positive Safe School Environment – Violence Prevention and Interpersonal Relations
Digital Citizenship

Responsibilities of the Administrator:

- Provide staff with professional learning opportunities offered by the Instructional Technology Initiative within the Division of Instruction to deepen digital citizenship knowledge and practices.
- Review with staff the Responsible Use Policy, Social Media Policy for Students, and Social Media Policy for Employees bulletins to understand the implications of digital engagement in creating a safe school environment.
- Review with staff appropriate protocols in sharing and posting images of students using the District's Media Release Forms to demonstrate a safe, rigorous learning environment.
- Establish a digital presence with purpose in alignment with District policies to maintain open communication with school community and model promising practices.

- Provide parent in-service training regarding digital citizenship practices of proactive engagement, safety, and security online.
- Ensure staff integrate digital citizenship instruction across content areas leveraging District-adopted digital citizenship curriculum.

Administrative Searches

- Please refer to District BUL-5424 Administrative Searches to Ensure School Safety for current policies and procedures.

Responsibilities for Violence Prevention and Intervention

Visit achieve.lausd.net/SSTF for L.A. Unified Safe Schools Task Force resources for employees, parents and community members on topics such as gun violence prevention. All community members are invited to attend Safe School Task Force meetings.

Responsibilities of the Administrator:

- Annual distribution of information about parents' legal duties to safely store firearms as per Board Resolution 046-18/19.
- Make resources available to your parent/guardian community, such as those available through the Safe Schools Task Force.

Gang Risk Intervention

Key Elements:

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

Bullying & Hazing Policy (For greater detail, including investigative steps, access: Bulletin 5212 Bullying and Hazing Policy.)

Responsibilities of the Administrator:

- Ensure that bullying and cyberbullying training are available to employees who have regular interaction with students.

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

Responsibilities of Staff and Student Rights:

- Schools must discuss relevant aspects of the Bullying & Hazing Policy with their students.
- Personnel are responsible for taking corrective action to prevent bullying in school, at school events, and to and from school.
- Any person has the right to report an allegation of bullying without reprisal or retaliation.
- Bullying is a form of aggression in which a more dominant person(s) targets a specific person for the purpose of causing harm, fear or humiliation, and the behavior is unwanted and unprovoked on the part of the recipient.

Hate-Motivated Incidents

Responsibilities of the Administrator:

- Respond quickly to incidents, whether the victims are students, staff, or community members.
- Ensure the physical safety of the victim and offer victim assistance, as appropriate.
- Investigate incident, provide interim safety/emotional support measures, and take appropriate disciplinary action. If necessary, involve law enforcement and preserve evidence.
- Report hate-motivated incident/hate crime to School Police Department and implement educational programs and activities that foster human relations skills and combat behaviors of name-calling, harassment, discrimination, hate and bigotry.

Sexual Harassment Prevention Policy

Key Elements:

- All allegations of sexual harassment are to be treated seriously and investigated in a way that respects the privacy of all parties.
- All known incidents of sexual harassment should be investigated and addressed to prevent recurrence. Several attachments found in BUL-2521 Title IX Policy/Nondiscrimination Complaint Procedures (Including for Sex Discrimination and Sexual Harassment may be utilized to document the complaint policy guidance provided to the parties, ensure Title IX Protections are afforded, appropriate grievance procedures are

determined (Title IX, Uniform Complaint Procedures [UCP], informal investigation), and communication to the families of the target and the accused.

- For procedures regarding employee-to-employee complaints of sexual harassment refer to District BUL-6612 Non-Discrimination And Anti-Harassment (Including Sexual Harassment) Policy and Complaint Procedure
- Parties are to be provided supportive measures in an equitable manner and informed of any remedial or corrective actions that are instituted to resolve the complaint once a final determination is made.
- Complaints of sexual harassment are often sensitive, complex, and difficult to handle. There are informal, formal UCP and Title IX designated processes described in responding to such complaints as outlined in BUL-2521 Title IX Policy/Nondiscrimination Complaint Procedures (Including for Sex Discrimination and Sexual Harassment.

Title IX Gender Equity

Key Elements:

Students have the right to an equal learning opportunity in their school's programs and activities (i.e. extracurricular, clubs, awards).

Students may not be required to take and/or may not be denied enrollment in a course because of actual or perceived sex, sexual orientation, gender, gender identity, gender expression, pregnancy, childbirth, termination of pregnancy, breastfeeding/lactation status and related medical conditions.

- Students shall be provided with counseling and guidance, course access/instruction, participation in extra-curricular activities, programs and clubs, and administration of discipline that is not discriminatory.
- Sexual harassment of or by school employees or students is a form of gender discrimination and is prohibited.
- Students and/or parents who file a complaint are to be informed of the administrative investigation findings of the complaint.
- Schools shall offer female and male students equal opportunities to participate in physical education or play sports.
- Equipment, supplies, game and practice schedules, budgets, facilities, etc., offered to teams shall provide equal athletic opportunities for members of both sexes.
- No student applying for enrollment will be subject to discrimination on the basis of any of the protected categories above.
- Any complaints of discrimination shall be handled in a confidential manner. The District will not tolerate retaliation in any form against the complainant or any party involved in the investigation, for filing or participating in a complaint investigation.
- The informal and formal processes for investigating the complaints are found in BUL-2521 Title IX Policy/Nondiscrimination Complaint Procedures (Including for Sex Discrimination and Sexual Harassment).

Intergroup Relations

Responsibilities of the Administrator:

- Take proactive steps to build and maintain safe, healthy, welcoming, and affirming learning and working environments, where students, staff and families' identities and voices are represented, recognized, and valued.
- Provide activities for meaningful interactions between student, staff and parent groups designed to promote an appreciation of diversity and a supportive school climate. Trainings, activities and resources are available from the Office of Human Relations, Diversity and Equity.
- Make a concerted effort to affirm and engage students subgroups on the campus, such as newly arrived immigrants, sexual and gender diverse students, students with disabilities, in foster care, experiencing homelessness, and racial, cultural ethnic or religious minorities.
- Support school-wide efforts to reduce misconduct and bullying by promoting pro-social behaviors.
- Follow the guidelines of BUL-5212 Bullying and Hazing Policy (Student-to-Student and Student-to-Adult) for responding to allegations of bullying.
- Designate a point person(s) for overseeing the school climate, bullying prevention efforts, and procedures for managing peaceful resolutions of conflicts (e.g., Restorative Practices, Peace Builders, and Safe School Ambassadors).

School Site Crisis Team

Responsibilities of the Administrator/Designee:

- Establish a safe, civil, and secure school environment.
- Establish a multi-disciplinary School Site Crisis Team, in accordance with the Integrated Safe School Plan.
- Ensure that the BUL-5800 Crisis Preparedness, Response and Recovery policy and all applicable protocols are implemented.

Suicide Prevention, Intervention and Postvention

Responsibilities of the Administrator:

- Designate Crisis Team Members/Suicide/Threat Prevention Liaison (STPL[s]) in the ISSP's School Site Suicide/Threat Assessment Team.
- STPLs only assess students, not employees. For assessments of non-students, see BUL-5798 Workplace Violence, Bullying and Threats (Adult-to-Adult).
- Respond to reports of students at risk for suicide or exhibiting self-injurious behaviors immediately or as soon as practically possible.

- Monitor and follow-up to ensure that the risk has been mitigated through support and resources
- Ensure that the SPIP policy is implemented.
- Provide follow-up to relevant staff such as Local District Operations, as needed.
- Report incidents in Incident System Tracking Accountability Report (iSTAR) as appropriate and update, as needed.

Responsibility of all District employees:

- All District employees must complete the online Suicide Prevention and Awareness Training annually. The training certifies that employees know the warning signs and risk factors for suicide, as well as what to do if they are concerned about a student who might be suicidal. See MEM-6910 Suicide Prevention and Awareness Training. If you have questions or concerns regarding the training, please contact your administrator.
- Inform the school site administrator/designee and/or STPL immediately or as soon as practically possible of concerns, reports, or behaviors relating to students who might be suicidal and/or engaging in self-injury.
- Adhere to the Suicide Prevention, Intervention, and Postvention (SPIP) policy.

Student Threat Assessment and Management

Responsibilities of the Administrator/Designee:

- Designate STPL(s) in the ISSP's *School Site Suicide/Threat Assessment Team*.
- STPLs only assess students, not employees. For assessments of non-students, see BUL-5798 Workplace Violence, Bullying and Threats (Adult-to-Adult).
- Establish a multidisciplinary school site threat assessment team, in accordance with the ISSP *School Site Suicide/Threat Assessment Team*.
- Respond to reports of students exhibiting worrisome behaviors or making threats immediately or as soon as practically possible.
- Ensure that the Threat Assessment and Management (TAM) policy is implemented.
- Provide follow-up to relevant staff such as LD Operations, as needed.
- Report incident in iSTAR as appropriate and update, as needed.

Responsibilities of all District employees:

- Adhere to the TAM policy and act in accordance with the policy.
- Report any worrisome behaviors or suspected threats to the school site administrator/designee and/or STPL immediately or as soon as practically possible.
- Cooperate in any investigation(s) by providing accurate, relevant information.

Employee or Associated Adult Workplace Violence, Bullying and Threats

Responsibilities of the Administrator/Designee:

- Establish a safe and respectful school or workplace environment.
- Ensure that the BUL-5798 Workplace Violence, Bullying and Threats (Adult-to-Adult) is implemented.
- Investigate and respond to any verbal or written reports of violence or threatening behavior.
- Monitor and follow-up to ensure that the behavior has stopped.
- Report incident in iSTAR as appropriate and update, as needed.

Responsibilities of all District employees:

- Adhere to the BUL-5798 Workplace Violence, Bullying and Threats (Adult-to-Adult) and act in accordance with the policy.
- Promptly report any suspected workplace violence behaviors to your site administrator or designee by completing the Workplace Violence Complaint Form, Attachment D of the policy.
- Cooperate in the investigation of employee workplace violence complaints by providing relevant information.

Student Dress Code/Uniform Policy
Refer to BUL-6494 Student Dress Codes and Uniforms.

Key Elements:

- Representatives from all stakeholder groups will review the school's dress code and uniform policies yearly.
- The school dress code complies with guidelines and gender neutrality enumerated in BUL 6494 Student Dress Codes and Uniforms.
- All students shall show proper attention to personal safety and suitability of clothing for school activities. Specialized school programs and classes, such as physical education, science lab, wood shop, or culinary arts, may require specialized attire or unique restrictions.
- The school may prohibit attire or paraphernalia with language or images that are vulgar, sexually explicit, discriminatory, libelous, promote illegal or violent content, or which could reasonably be foreseen to create a hostile environment among rival gangs, individuals, or groups.
- Urban fashion in and of itself is not "gang-related" apparel.
- Students may wear jewelry or attire representative of an established religious faith, including, but not limited to a crucifix, yarmulke, headscarf, or turban.
- Student may wear sun-protective clothing outdoors.
- Hair, sideburns, mustaches, and beards may be worn at any length or in any style, and clothing may be of any fashion, style, or design.

- Parents must be advised of uniform policies prior to the beginning of the academic year, informed that uniforms are voluntary, and, if needed, be assisted in securing financial assistance to obtain desired uniforms.
- School uniform policies are voluntary. A student's parent/guardian must be notified annually and may exercise the right to opt out of the school uniform policy, though the student must adhere to the student dress code. Students shall not be penalized academically, subject to any disciplinary action or disparaging treatment or denied attendance to school or participation in school activities.
- Schools must identify financial resources for students who are not able to comply with the school uniform policy due to financial hardship; this includes provision of physical education uniforms at no cost if failure to have or wear appropriate apparel arises from circumstances beyond the control of the student.

2.8.2.4 Positive Safe School Environment – Behavior Support and Formal Discipline-Related

Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP)
https://achieve.lausd.net/PBIS_RP

Responsibilities of School Administrator:

- Cultivate a safe, healthy, welcoming, and affirming learning and working environment in each classroom and schoolwide through the development of an integrated, trauma and resilience informed Multi-Tiered Systems of Support framework to support the implementation of Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP), including community and relationship building.
- Ensure a focus on prevention, common values and shared accountabilities amongst school community members.
- Ensure that PBIS/RP are achieved through good first teaching, as well as differentiation and personalization of learning.
- Assume a leadership role in School-wide Discipline Review Team. Everyone has a stake in responsible, respectful, safe behavior at school. This forms a foundation and an atmosphere that promotes learning and instruction. Administrative leadership is an essential ingredient of that foundation.
- Establish the School Discipline Review Team; support and monitor the team's implementation of the School-wide Discipline Plan; evaluate the outcomes; and modify strategies as needed.
- Ensure school procedures effectively support the collection of data that accurately reflect school wide, classroom and individual student social-emotional development and behavioral needs.
- Inform all students and parents/guardians at the beginning of each academic year or as students enroll about the school's behavioral expectations, responsibilities, and procedures.

- Ensure that students, parents/guardians, and staff have access to copies of the School-wide Discipline Plan, that all stakeholders understand their responsibilities in learning the behavioral expectations, and the reinforcement and corrective procedures.
- Observe all due process rights when working with students whose behavior impedes learning or the learning of others, suspending a student, issuing an opportunity transfer to a student, or recommending that a student be expelled.
- Provide staff development on strategies, methods, and tools of implementing the School-wide Discipline Plan through a multi-tiered system of support including: positive behavior interventions and supports, restorative practices, social emotional learning, and trauma resilience-informed strategies.

Responsibilities of School Staff:

- Develop healthy, positive relationships with students, staff and families.
- Use a multi-tiered system of support with a focus on prevention.
- Identify, teach, model, and reinforce school-wide and classroom behavioral expectations and correct misbehavior with an emphasis on teaching.
- Establish structure and a sense of safety and belonging by developing predictable routines, using effective management strategies, co-regulation, community building, and trauma-resilience informed approaches, as well as the active teaching of pro-social and stress reduction behaviors and strategies.
- Utilize office discipline referral data, School Experience Survey data, and other school climate and discipline data to identify professional development needs, organize support systems for staff and students, and to analyze effectiveness of instruction on behavioral expectations.
- Utilize school resources including, but not limited to, IEP and SSPT to develop behavior plans for students who exhibit behavioral challenges and implement these behavior plans.
- Partner with parent/guardian and engage in parent education and support, as necessary to support appropriate student behavior.

Formal Discipline

Responsibilities of the Designated Administrator:

- Ensure that the District policy and procedures regarding student suspension and expulsion are fully implemented.
- Ensure the use of alternatives to suspension that focus on teaching.
- Designate discipline staff and provide training focusing on investigation and school-site procedures of formal student discipline, including student suspension and expulsion.
- Ensure that recommendations for expulsion are pursued when students violate Education Code 48915(c). Refer to Matrix for Student Suspension and Expulsion Recommendations.

- Ensure that the school follows District policy and procedures regarding formal student discipline and fulfills responsibilities to send a certificated staff member who has first-hand information to present an expulsion case and appropriate witness(es) to testify at the expulsion hearing.
- Ensure that the school implements a system of positive behavior support and strategic interventions that are age appropriate and designed to progressively and effectively address and correct the student's specific misconduct.
- Ensure that the focus of school-site student discipline policies and procedures is on effective first teaching and reinforcement of behavior expectations and that student discipline is designed to re-teach behavior expectations and to bring about positive change, improved student adjustment, and student engagement.

Responsibilities of Designated Discipline Staff:

- Conduct a thorough investigation, collaborate with other school staff including law enforcement, when necessary, and provide evidence to the school principal/designee for a decision on the formal discipline.
- Notify the parent/guardian in a timely manner whenever his or her child is referred for disciplinary action.
- Enter all suspension information (school suspension, in-school suspension, and class suspension) into MiSiS accurately and record all interventions. Refer to BUL-5808 MiSiS Student Support Module Required Usage.
- Advise the parent/guardian regarding the appeal process whenever the parent/guardian disagrees with the administrator's decision to suspend.
- Prohibit the use of "informal suspension" (e.g., telling a parent to keep a child home without an official suspension notice, or sending a student home without an official Pupil Suspension Notice); refer to BUL-5655 Guidelines for Student Suspension.

Suspension Guidelines:
Refer to BUL-5655 Guidelines for Student Suspension.

- Students are only to be suspended from school when they have committed an act listed under Education Code section 48900, 48900.2, 48900.3, 48900.4, 48900.7, or 48915.
- Students who caused, attempted to cause, threatened to cause, or participated in an act of hate violence (Education Code section 48900.3); engaged in harassment, threats, or intimidation against a pupil or a group of pupils, or school district personnel (Education Code section 48900.4); or made terroristic threats against school officials or school property or both (Education Code 48900.7) are precluded by law for in-school suspensions (Education Code section 48911.1).
- Do not suspend a student in absentia (i.e., suspend the student when the student is not present).

- Students shall not be suspended from school for any reason for more than five consecutive school days. Refer to Education Code 48911.
- Students in the general education program, including students served under a 504 Plan, shall not be suspended for more than 20 school days in any school year or 30 days if the student transfers to another school. Refer to Education Code 48903.
- Students with disabilities shall not be suspended for more than 10 days in any school year. Refer to LAUSD Special Education Electronic Policy and Procedures Manual (e-PPM): https://achieve.lausd.net/Page/14466. Once a student has been issued a school or in-school suspension, the suspension can only be rescinded by the Local District Administrator of Operations through an appeal process. Refer to BUL-5655 Guidelines for Student Suspension.
- Appeal of a class suspension shall be handled by the principal. A parent may appeal a class suspension by a teacher to the school principal. Only the principal can rescind a class suspension.

A teacher may suspend a student from class for any of the acts enumerated in Education Code 48900 except for the student misconduct of willful defiance as described in E.C. Section 48900 (k)(1).

1. A teacher should report the suspension to the principal and send the student to the principal/designee for appropriate action, which includes appropriate supervision. Refer to BUL-5655 Guidelines for Student Suspension and Education Code 48910.
2. A student shall not be placed in another regular class during the period of suspension.
3. The student shall not return to the class during the period of suspension without the concurrence of the principal and the teacher. If the student is assigned to more than one class per day, the student must attend the classes from which the student was not suspended. Refer to Education Code 48910.
4. A student can be suspended from class for the remainder of that day (elementary) or period (secondary) and for the following day or period when the class meets. Refer to Education Code 48910.
5. School staff may assign a student who was suspended for any of the reasons enumerated in Education Code 48900 and 48900.2 to a supervised suspension classroom for the entire period of suspension if the student poses no imminent danger or threat to the campus, students, or staff, or if an action to expel the student has not been initiated. Refer to Education Code 48911.1.

Opportunity Transfer Guidelines:
Refer to BUL 6362 Opportunity Transfer (O.T.) – Policy and Procedures.

- An Opportunity Transfer (O.T.) is a carefully planned school- or District-initiated transfer of a student within LAUSD schools for remedial and corrective reasons. It is issued as an alternative means of correction to address student misconduct after prior interventions

have failed to bring about proper conduct or when the student's continued enrollment at the current school presents a safety risk to others. The purpose of an O.T. is to minimize factors that interrupt the academic process, and thus to create a school climate that is safe and conducive to learning for all. To minimize disruption to the academic process, an O.T. may not be issued or terminated within the last six weeks of each semester. All student transfers shall be recorded and documented in the District's My Integrated Student Information System (MiSiS).

- An O.T. may not exceed one calendar year unless both the parent/education rights holder (ERH) and the school agree.
- Opportunity Transfers may be issued only one time during the student's attendance in elementary school, twice during middle school, and twice during high school.
- It is the responsibility of the sending school to ensure that the student has enrolled at the receiving school. If an O.T. is cancelled, Attachment D of BUL-6362 Opportunity Transfer (O.T.) - Policy and Procedures must be submitted to the Local District Administrator of Operations (AOO).
- If an O.T. is cancelled, the cancelling school must ensure that the student has re-enrolled back to the original sending school.
- There is no such thing as an O.T. for a student with disabilities. To ensure a change of placement is appropriate, an IEP team must convene and conduct a thorough review of the student's program and services, including a "manifestation determination" to ensure that the student's Behavior Intervention Plan (BIP) is appropriately developed or modified. Similarly, a student with disabilities placed in or served with accommodations under Section 504 in general education must have a "manifestation determination" conducted and any appropriate updates to Section 504 plans as warranted before any disciplinary change of placement.
- The "Stay Put" clause in federal law (Individuals with Disabilities Education Act) prohibits schools from transferring a student with an IEP for discipline if a parent disagrees with the IEP(The exception to this prohibition is the authorized 45-day alternative placement when the violation involves weapons or drugs or inflicting serious bodily injury).

Expulsion Guidelines:
Refer to BUL-6050 Expulsion of Students - Policy and Procedures

- School principals are required to recommend the expulsion of any student who engages in behavior described in E.C. Section 48915(c).
- A student who is recommended for expulsion is entitled to an educational placement the following day of the last day of their suspension (e.g., day six of a five-day suspension).
- For a student with an IEP, a comprehensive pre-expulsion IEP meeting must be conducted, which includes a manifestation determination, prior to recommending the student for expulsion. Similarly, a student with disabilities placed in or served with

accommodations under Section 504 in general education must have a “manifestation determination” conducted and any appropriate updates to Section 504 plans as warranted before any disciplinary change of placement.

- No student can be expelled by the Board of Education unless evidence, in the form of oral testimony, is presented at the District’s administrative (Expulsion Review Committee [ERC]) hearing.
- The school is responsible for sending a certificated staff member who has first-hand information to present the case and appropriate witness(es) to testify at the ERC hearing.

Maintenance of E.C. 49070 Information:
Refer to BUL-3927 Mandated Reporting of Certain Behavior.

- Pursuant to Education Code section 49079 (a), a school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business regarding a pupil described in this section.
- Each teacher informed of E.C. 49079 students shall be advised of the opportunity to review the student’s records and shall be admonished regarding the confidentiality of information.
- E.C. 49079 information can be obtained from the following District-maintained records through MiSiS: discipline referrals, student expulsions, opportunity transfers, school suspensions and classroom suspensions.Any information received under this law shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher, counselor, or administrator. Any intentional violation of the confidentiality provisions of this law is a misdemeanor.
- Any information referring to E.C. Section 48900 et seq. offenses shall be made available to each student’s teacher(s) from the current school year and three previous school years through MiSiS. After this time frame, access to a student’s record will not be available to the teacher, consistent with Education Code section 49079.
- In MiSiS, all discipline offenses except for 3.6 - Possessed or used tobacco trigger an E.C. 49079 “D” Alert on the corresponding student’s profile. To view a comprehensive list of students with an E.C. section 49079 alert, generate the Student Referral Report. In the report parameters, select none for Counseling Referral Reason, and deselect 3.6 - Possessed or used tobacco from the Discipline Referral Reason. Refer to BUL-5808 My Integrated Student Information System (MiSiS) Student Support Module Required Usage.
- The MiSiS Attendance Roster List view displays a “D” on the Alerts Column for students with a discipline file, consistent with Education Code section 49079. Teachers can click

on the student profile and view any discipline by clicking on Support > Referrals, which will display discipline from the current school year and three previous years.

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

When a student transfers between LAUSD schools, the receiving principal/designee will have access to the MiSiS discipline referral offenses noted in E.C. section 49079. Refer to BUL-3927 Mandated Reporting of Certain Behavior.

Responsibilities of Juvenile Courts:

- Welfare and Institutions Code (W.I.C.) Section 827 (b)(2) mandates that the Juvenile Courts submit to the superintendent of the district of attendance written notice whenever a minor who is enrolled in any of Grades K through 12 has been found by the court to have committed any of certain specified offenses.
- If a notice from the juvenile court is received by a school, the school should contact Student Health and Human Services, Student Support Programs, for assistance.
  A school district policy or security department may provide written notice to the superintendent/designee that a student enrolled in the District has been found by a court of competent jurisdiction that a student was found to have illegally used, sold, or possessed a controlled substance in violation of specified provisions of the Health and Safety Code. This information may be expeditiously transmitted to any administrator, counselor, or teacher who has direct supervisorial or disciplinary responsibility over the minor and who is deemed to need the information in order to work with the student in an appropriate fashion to avoid being needlessly vulnerable, and/or to protect other persons from needless vulnerability (W.I.C. section 828.1). Any information received by a teacher, counselor, or administrator shall be confidential and used only for the limited .purpose noted above and may not be further disseminated.

2.8.2.5 Positive Safe School Environment – Facilities-Related

Key Control

Responsibilities of the Administrator:

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

Key Distribution:

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

Key Control Guidelines:

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

Loss or Theft of Keys

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

Plant Inspections

Responsibilities of the Designee for Inspecting the Campus Regularly:

Inspect the campus regularly for the following conditions and heed the following:

- All nonstructural hazards in classrooms and other sites where students are served will be eliminated.
- All damage to fences will be reported and corrected as soon as possible.
- All graffiti must be removed as soon as possible (take photographs if necessary).
- All litter must be removed as soon as possible.
- Playground facilities and equipment will be inspected regularly for hazards. Repairs must be made as soon as possible.
- All nonfunctioning lighting fixtures must be reported and corrected as soon as possible.
- Ensure that the following signs are posted, visible, and legible: Visitors' policy, a drug-, tobacco, weapon-, and violence-free school, and nondiscrimination and sexual harassment prevention policies.
- The designated person shall be responsible for contacting the appropriate Maintenance and Operation department or District Unit responsible for correcting or repairing any hazardous or unsafe element on the school campus.

Restroom Cleanliness

Responsibilities of the Administrator:

- Site plans for each secondary school are to specify where student restrooms are located and when they will be open each day, and that they are adequate to serve student needs.
- Provide adequate supervision of restroom areas throughout the school day.
- Announce and encourage all students, including student leadership, to prevent vandalism and keep restroom areas clean.
- Involve parents in setting behavior standards to maintain clean, functioning restrooms on campus.
- Post notices to stakeholders, "Important Information About Your Complaint Rights Williams Legislation" in each classroom visible to stakeholders.
- Maintain Williams' complaint forms in the school or district office.

Responsibilities of the Plant Manager:

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

Inventory/Marking of School Equipment/Property/Record Retention

Responsibility for all school property rests with the principal. Teachers and other employees are held responsible for the care of all school property in their control. The principal ensures that District equipment are not loaned to any District employee, group, or other persons for personal use. Property is to be inventoried, marked as required and records must be maintained in accordance with the District’s record retention policy.

For more detailed instructions regarding equipment inventory, please refer to the following bulletins and reference guide:

- BUL-953 Control of Site Equipment (Education Code 35168 requires school districts to maintain inventory records of equipment whose current market value exceeds $500. These records must contain a description of the equipment, manufacturer’s name, identification numbers, original cost, date of acquisition, the location of use, and the date and method of disposal, if applicable.)
- BUL-3508 Inventory Requirements for Equipment Purchased with Categorical Program Funds (This policy bulletin outlines federal and state guidelines for requiring an inventory for equipment purchased with categorical funds at school sites and offices, including equipment previously purchased through the Imprest fund or with the Procurement Card [P-Card]. P-Card and Imprest purchases are not allowable with Title I funds. The equipment must be maintained and readily available for examination. Equipment inventories are subject to review at any time by federal and state auditors for equipment costing a total of $500 or more.)
- BUL-1158 Accounting for Supplies and Equipment Purchases (The California School Accounting Manual [CSAM] states that expenditures are required to be classified by “objects” in order to provide consistency in financial reporting among school district. Additionally, the District is required to adhere to Government Accounting Standards

Board Statement No. 34 to separately account for all fixed assets [land, buildings, equipment, etc.] and report depreciation on those assets accordingly.)

- REF-071300 Record Retention for School Sites (The purpose of this reference guide is to provide details for managing records at school sites, as well as provide a retention schedule listing records typically found at school sites. This reference guide is governed by policy BUL-6825 Records Retention and Destruction).

2.8.2.6 Positive Safe School Environment – School Arrival/Departure Plans

Traffic Patterns and Drop-off/Pick-up Points

Responsibilities of the Administrator:

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

Safe School Collaborative

Responsibilities of the Administrator:

- Identify key community stakeholders in relation to safety, including but not limited to: law enforcement, probation, city attorney’s office, city and county human relations.
- Identify key LAUSD central and Local District personnel to provide consultation and support, such as: Local District Operations, Organization Facilitators, Human Relations, Crisis Counseling, etc.
- Identify a multidisciplinary school safety team composed of members such as, administrators, parents, teachers, school police officers, health and mental health professionals (i.e., PSW, PSAC, School Psychologist, or School Counselor), after-school staff, etc.
- Identify a designated chair to convene the meetings, establish a needs assessment for the school and community related to safety concerns, identify goals and objectives, and assign roles and responsibilities.
- Work towards the development of safe passage to and from school for students.

Safe Passage To and From School

Responsibilities of the Administrator:

- Collaborate with the Office of Environmental Health and Safety (OEHS) to assess traffic, warning signs, school bus and parent loading zones, crossing guards, crosswalks, traffic signals, stop signs, etc. OEHS may be reached at (213) 241-3199.

- Confer with the City of Los Angeles Department of Transportation (LADOT), the appropriate municipality or School Police to establish safe pedestrian routes to and from school and appropriate student pickup and drop-off points. Schools may request copies of “Safe Routes to School” map from OEHS.
- Work with the Safe School Collaborative on safe passage and attend local law enforcement agencies Safety Collaborative meetings. For more information, please contact District Operations or the Office School Culture, Climate and Safety at (213) 241-7921.
- At elementary schools, encourage parents to walk their children to school.
- Visit the OEHS Safe School Traffic Program webpage for current documents and resources. The Principal should ensure that teachers incorporate pedestrian and bicycle safety into classroom curricula.
- Inform students, staff and parents of designated “Safe Routes,” student drop-off and pickup points, and safety procedures to be observed whenever there are moving vehicles in or around the school. This information should include bike helmet usage and should be distributed in a brochure to students and parents at the start of the school year.
- Report continuing traffic noncompliance problems to School Police at (213) 625-6631 or local enforcement agency.
- Ensure bus loading areas are designated and that loading and unloading of passengers takes place only within these areas.

2.8.3 Attendance/Engagement and Dropout Prevention

Responsible Administrator:

For the 2020-21 school year, the State has issued additional attendance and engagement guidelines, please visit the California Department of Education website for updates.

Responsibilities of the Administrator:

- Implement and supervise all state and District attendance policies and procedures.
- Ensure that a comprehensive School Attendance/Engagement Plan has been developed that involves all school staff, teachers, nurse, counselors, PSA, etc., as well as appropriate community health or other agencies.
- Design and implement engagement strategies to prevent absenteeism, track, monitor and regularly share attendance/engagement data with stakeholders.
- Identify and provide tiered intervention supports for students who are not connecting (if applicable) or attending class.
- For a list of strategies and tools for attendance/engagement improvements, please visit the Pupil Services website.

Truancy/Tardiness Abatement

Responsibilities of the Administrator:

- Implement and supervise all state and District attendance policies and procedures.
- Ensure that students and parents are informed of the school attendance and tardy policy, as well as all applicable laws relating to compulsory attendance.
- Ensure that the Pupil Services and Attendance Counselor or designated staff member is responsible for coordinating efforts on attendance expectations.

Responsibilities of the Teacher:

- Conduct early outreach to build relationships with students and caregivers prior to the start of class, as appropriate, to support engagement and establish rapport/connections.
- Ensure that personal phone calls to home are made (by teacher or other designated staff) when students are absent.
- Ensure that attendance is submitted within the first 15 minutes of each class or period (or as required in alignment with current distance learning attendance taking guidelines, if applicable).
- Ensure that all absence reason codes and times (if applicable) are entered.

E.C. Section 48200-Compulsory Attendance Law:

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

Intervention for At-Promise Students

Responsibilities of the Administrator:

- Ensure that the Pupil Services and Attendance (PSA) Counselor or a designated staff member is assigned to coordinate dropout prevention and recovery efforts.
- Ensure coordination of services and supports with the A-G Diploma Program Pupil Services and Attendance Counselor (high school only) and other designated staff.
- Ensure that all school staff have read and follow:
    - REF-6554: Opening Day Procedures: Supplemental Guide and Updates
    - BUL-6718: Educational Rights and Guidelines for Youth in Foster Care, Experiencing Homelessness and/or Involved in the Juvenile Justice System
    - BUL-6231: Discipline Foundation Policy

    - BUL-6730: A Multi-Tiered System of Support Framework for the Student Support and Progress Team
    - REF-43782: Implementing a Multi-Tiered System of Supports Framework
- Ensure that schools implement a tiered system of support to address attendance and engagement.
- Ensure school staff are trained and have access to LAUSD student information systems such as MyData, MiSiS, Focus, and Certify, as well as classroom referrals to help identify and monitor/track at-promise students.
- Ensure that transition programs are in place to support incoming students and matriculating students as they adjust to their new classroom and school environments.
- Ensure that the school climate welcomes and invites parent involvement through a parent center, parent conferences, parent meetings, phone calls to parents, and that selected staff makes home visits when necessary to engage parents in their student's educational needs.
- Ensure that there is a multidisciplinary team that looks at student and school data on attendance and dropout information in order to make decisions at the school regarding student-intervention programs and policies.
- Ensure the multidisciplinary team consists of appropriate non-classroom personnel, such as, Pupil Services and Attendance Counselor, Psychiatric Social Worker, deans, and APSCS and other designated staff.

Responsibilities of the Multidisciplinary Team:

- Meet regularly to review attendance/engagement data and coordinate services and supports.
- Assess student, student subgroup and schoolwide data, establish a uniform referral process, and provide consistent follow-up on referrals.

Responsibilities of Staff:

- Staff is trained and is aware of District mandates and procedures with respect to Dropout Prevention and Recovery.
- School staff identifies and monitors students who are not making progress and coordinates with instructional staff to make needed adjustments to support student academic functioning.
- Collaborate in the delivery of services to students.
- Be aware of and utilize resources both within the school and in the community.
- School staff systematically monitors, updates, and reviews student records.
- System for personalized interventions for students at risk of dropping out of school or who have recently left school.

Responsibilities of the Administrator:

- Create a school culture that reflects mutual support, caring, and safety for everyone.
- Ensure that selected school staff are trained on all District and non-District educational alternative placement options and that there is a process in place for referring at-promise students for educational supports and, when appropriate, to educational alternative placements, such as, but not limited to, community college classes, continuation schools, AC^{2}T, or Division of Adult and Career Education.
- Ensure that school staff are trained to work with at-promise students and utilize available resources to assist those students, such as, training on how to complete accurate enrollments and checkouts in MiSiS, how to identify at-promise students based on multiple risk factors (using reports such as those in GetData), how to create a welcoming, safe, and supportive school culture for all students, and how to link students/families up to necessary resources (academic, food, clothing, tutoring, etc.) to help students achieve their high school diplomas.
- Ensure that their school has a variety of academic programs in place to meet the individual needs of students at-risk for school failure or dropout, concurrent enrollment in ROP classes, online courses, summer school, tutoring, other credit recovery options and community resources.
- Ensure that student records are accurate. This includes ensuring that school clerical staff are trained on how to accurately enter student data into MiSiS upon enrollment and check-out (i.e., correct leave/enrollment codes are being used, upon every check out, and student records are sent to the next school of enrollment in a timely manner).
- Students who are transferring between LAUSD schools should be auto-withdrawn in MiSiS by the receiving school; when the transfer is out of district, a school may only withdraw upon receipt of records request from the receiving school. School personnel should document as much information as possible, including a destination, school, address, phone number and contact information. The school should also attempt to collect the “Parent Assurance Letter”.
- Schools may withdraw students upon receipt of a records request from another school or program outside of LAUSD. Schools should document all records requests in MiSiS: MiSiS Enrollment Job Aids . (Select “Entering Student Record Request” under “Withdrawal/No Show.”)
- The school has partnerships and collaborates with community agencies that can provide resources and options to students who are at risk of school failure and dropping out of school.

Responsibilities of School Staff:

- Work with parents/guardians and students to systematically monitor and follow-up with students regarding the supports/interventions and referrals provided to ensure access and effectiveness.

- School staff reviews student-level data to identify which students require supplemental educational services (i.e., tutoring, online courses, etc.,) and link those students and parents up to the educational resources they need.
- All staff work collaboratively to identify students in need of prevention/intervention.

System to Recover, Enroll, or Provide Alternative Education Referrals

Responsibilities of the Administrator:

- Assign a multidisciplinary team of school staff to work collaboratively on clearing/locating and recovering students from the three potential dropout lists.
- Ensure that staff is trained and follow all bulletins, memos, and reference guides regarding LAUSD policy for non-grads and 5th year seniors, and provisions for students continuing beyond their fourth year of high school (e.g., students who are homeless, in foster care, English Learners, students with IEPs).
- Ensure that school staff knows how to re-enroll or provide educational alternative options to students who may have left school for a period of time but have chosen to return to school and work towards their high school diploma.
- Students matriculating and/or transferring within LAUSD shall provide updates through the required annually disseminated forms. Schools shall not require matriculating students to complete a new Student Enrollment Form or to provide additional documentation for address verification (with specific exceptions related to charter schools).
- Require appropriate staff to run/review monthly reports on all checkouts each month and ensure that designated staff follows up to find out if students are currently enrolled.
- Stress to staff the importance of accurate record-keeping and tracking.

Responsibility of Staff:

- Staff clearly defines their role in recovering dropout students to avoid duplication of services.
- School support staff and clerical staff stay up to date on all new District bulletins, reference guides, and memoranda relating to the input of student information into MiSiS.
- Staff provides to parents/guardians and students information about their educational rights and options available to help them be successful in school.

2.8.4 Parent and Community Involvement

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

3. Incident Command System

3.1 Incident Command

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

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

The organization depicted on the chart can be expanded or abridged to meet the scope of the emergency/planned event. Not every emergency/planned event will require all of the teams listed on the chart.

ICS can be adopted for schools with limited personnel. If no one is assigned to an ICS position, it is assumed that the person who manages that position is keeping, and doing, the responsibility for the unfilled position. For example, in some emergencies/planned event, the Incident Commander may not assign a person to be in charge of finance. In that case, the Incident Commander is still responsible for all applicable Finance and Administration responsibilities, such as the financial documentation for potential recovery. Note that to optimally fulfill some of the emergency team duties members should have training and preparation opportunities and practice through drills.

Local District Operations Center (LDOC): During some emergency or crisis or planned events, the Local District Operations Center (LDOC) may be activated to provide immediate support to the schools. In such cases, the school is expected to maintain open and ongoing communications with the LDOC typically through their Operations Coordinator. Please refer to the LAUSD LAUSD Local District Operations Center (LDOC) Guide for more information.

Emergency Operations Center (EOC): When the emergency or crisis or planned event impacts a great geographical portion of the District, the L.A. Unified Emergency Operations Center (EOC) may be activated. The EOC is responsible for coordinating resources and maintaining situational awareness Districtwide. For more information regarding the EOC, please access the LAUSD EOP Handbook for Emergency Operations Center Responders. The school's IC will keep the EOC updated, in most cases through their local districts and/or through the School Emergency Status Report (SESR). Schools will be notified if the SESR is activated and thus if schools are

expected to update their status through the SESR. More information regarding SESR can be found at: https://sesr.lausd.net.

All District employees, and especially those staff members assigned to an ICS team, are highly encouraged to download the LAUSD Emergency Plan app. It is also recommended that team members and other District employees take Community Emergency Response Team (CERT) training: Community Emergency Response Team. This hands-on disaster training is offered by local fire departments. LAUSD personnel can learn more about ICS by taking online video training courses STEPS 400, 420 and 421, available through MyPLN. Additional online Emergency Management classes appropriate for District employees are offered by the Federal Emergency Management Agency (FEMA) and are linked at http://achieve.lausd.net/fema.

Incident Command CONSTON-RAOOF, MIRANDA; RICO, GILBERTO

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

Planning/Intelligence Section CORCUERA, SILVIA; ESTRADA, ALLEN

During an emergency, ICS Planning and Intelligence section involves the use of various methods and resources to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. Under ICS, this function is supported by a Documentation/Communication position, who reports directly to the Incident Commander (principal) if a Planning/Intelligence Lead is not assigned. The ICS Planning and Intelligence Section also predicts future needs, observes trends and constantly answers the following questions:

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

Planning and Intelligence people are forward thinkers. They like to seek out facts and trends

and make informed predictions.

Operations Section NUNEZ, FREDY; HARLSTON, TAVEON

Under ICS, all tactics for the emergency response are implemented under the Operations function. Many school site emergencies are complex enough for the Incident Commander to assign an Operations Section Lead. This function is supported by staff reporting to the Operations Lead and rendering medical assistance, crisis intervention, search and rescue, site security, damage assessment, evacuations, functional and access needs assessment and support, and the release of students to parents. Within LAUSD, these activities are performed by the following teams: Triage Team; Security/Utilities Team; Assembly Area Team; Access and Functional Needs Team; School Site Crisis Team; Supply/Equipment Team; Request Gate Team; Reunion Gate Team; Fire Suppression/HazMat Team; and Search and Rescue Teams. Operations people are “Problem Solvers” who can work in a non-structured environment. These are the “Doers.”

Logistics Section STEWART, GEORGE; HUYNH, ANDY

The Logistics section manages resources and provides all incident support needs such as facilities, transportation, communications, and supplies/equipment. Logistics supports emergency operations by coordinating personnel; assembling and deploying volunteer teams; and providing supplies, resources, equipment and services, including food services and adjusting schedules and menus, as needed. Within LAUSD, these activities are performed by Supply/Equipment Team and Transportation Support Team and report to the Logistics Section Lead. When the Operations Section needs something, they get it from the Logistics Section. Logistics works closely with the Planning and Intelligence Section to develop resources for future needs. These people are the “Getters.” A natural choice may be your plant manager or other building and grounds employees.

Finance/Administration GONZALEZ, VICTORIA; NUNO JAIME, GRISELDA

The Finance/Administration function of ICS involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These people are known as the “Payers.” They will keep track of personnel time and costs, which are sometimes divided into two positions reporting to a Finance Section Lead. A natural person for this function would be your payroll clerk, who knows everybody on campus. Another choice may be your financial manager or other office staff member.

3.2 Command Team

The Command Team is responsible for directing school emergency response activities. The Command Team is led by the principal, who is the Incident Commander. The Command Team includes the school's Public Information Officer, the Safety Coordinator and the team leaders for each of the other four functions (Operations, Planning & Intelligence, Logistics, and

Finance & Administration). The Incident Commander sets goals and objectives for the activities of all other teams.

Team Assembly Location

Inside: Main Office

Outside: Covered Lunch Area

3.2.1 Incident Commander CONSTON-RAOOF, MIRANDA; RICO, GILBERTO

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

- Setting goals and objectives for the response team as a whole
- Periodically assessing the situation
- Directing the Command Team
- Determining the need for, and requesting, outside assistance
- Communicating with the Local District Administrator of Operations and central office staff
- Working with the LD regarding any messaging about the incident to be shared to internal and external stakeholders

3.2.2 Public Information Officer CONSTON-RAOOF, MIRANDA; RICO, GILBERTO

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

- Periodically receiving updates and official statements from the Incident Commander
- Posting approved messages to Blackboard Connect for parents
- Maintaining a log of PIO actions and all communications
- Updating/consulting with the District Communications office or Local District
- Periodically interacting with the media (with prior review/approval from the District Communications Office)
- Preparing statements for dissemination to the public
- Ensuring announcements and other public information are translated into other languages as needed
- Monitoring news broadcasts about the incident and correcting any misinformation
- Monitoring social media for rumor control and misinformation (may be supported by documentation position)

3.2.3 Safety Coordinator RANDOLPH, HARRISON; BREUER, JARED

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

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

Supplies and Equipment for Command Team

- School Emergency Response Boxes (REF-5450 School Emergency Response Boxes)
- Copy of the Integrated Safe School Plan and contact information
- Campus maps
- Staff cell phone lists
- Staff e-mail lists
- Master keys – Note: These must be kept in a very secure location or with specific authorized individuals.
- Copies of staff and student rosters
- Hand-held two-way radios
- Bullhorn
- Battery-operated AM/FM radio
- First Aid kit
- Clipboard, paper, pens
- Hard hat
- Vest or position identifier
- Large campus map

3.3 Triage Teams

The members of the Triage Teams are responsible for:

- Performing triage/disaster aid in the event of large-scale emergency impacting the school community.
- Assessing injuries and administering necessary medical assistance as indicated.
- Ensuring that first aid supplies are available.
- Ensuring that designated school site staff are trained in the administration of medical measures, as appropriate.
- Setting up triage area and temporary morgue.
- Triage/Disaster Medical Assistance Response.
- Keeping accurate records of care given and tagging each of the injured with name, address, injury and any treatment rendered.
- Reporting critical injuries or deaths immediately to Triage Team Leader
- Recording information on transport to hospital by first responders.

3. Incident Command System

Assignments

Triage Teams Leader: LEE, JENNIFER

Alternate Team Leader: RANDOLPH, HARRISON

Triage Teams Member: ADAMS, MICHAEL

Triage Teams Member: ONWUEMELIE, IFEANYI

School Nurse: HAMBARDZUMYAN, NUNE

Team Assembly Location

Inside: Main Office

Outside: Covered Lunch Area

Triage Teams Leader

The Triage Team Leader is responsible for oversight and communication related to triage and disaster First Aidtraining, preparation, and planning. The leader will also direct team activities and, in the event of a large-scale emergency impacting the school community, periodically interacting with Operations to determine medical needs and planned actions.

Specific duties of the Triage Team Leader may include:

1) Ensuring triage areas are set up
2) Supporting team members to ensure adequate triaging of the injured
3) Ensuring all medical supplies are available for the team
4) Ensuring Medical Team performs secondary assessments and appropriate disaster medical care after triage is complete
5) Periodically keeping Operations Section Chief informed of overall status
6) Ensuring designated school site staff are trained in triage and disaster first aid techniques and priorities

Triage Team Members (Triage, Disaster Medical Assistance)

The members of the Triage Team are responsible for:

- Designating and setting up triage areas with access for emergency vehicles
- Assessing injuries/performing triage and administering necessary disaster medical assistance during a large-scale emergency impacting the school community
- Ensuring that disaster first aid supplies are available
- Setting up triage area and temporary morgue ensuring that all medical supplies/equipment are accessible, including taking these out during evacuations

- Keeping accurate records of care given and triage tagging each of the injured with name, address, injury and any treatment rendered
- Reporting critical injuries or deaths immediately to Triage Team Leader
- Recording ambulance transport to hospital information
- Completing the Injury Report

In a large-scale disaster/emergency, it may be a while before patients can be transported for medical care. When possible, have students transported to the nearest emergency department approved for pediatrics (up to age 22) as listed in the Step 4, under Additional Contacts of the online Integrated Safe School Plan. It is best to have a staff member accompany each transported student; during an incident with many injuries, that may not be possible. Always note the name and transport destination for each person transported.

Supplies and Equipment for the Triage Team

Note: Staff/team members cannot re-enter buildings to retrieve supplies/equipment that are not stored in the emergency bin. Ensure that equipment is evacuated.

1. Vest or position identifier
2. First aid supplies
3. Non-latex disposable exam gloves
4. Triage tags
5. Hand-held two-way radios
6. Stretchers
7. Blankets
8. Wheelchairs
9. Ground covers, tarps
10. Patient record forms
11. Site map
12. Injury Report
13. Automated External Defibrillators (AED) (selected TK-Grade 12 campuses)
14. Epi-Pen (all TK-Grade 12 campuses)
15. Biohazard bag
16. Sharp container
17. Student Medications

Related Training and Resources

- It is recommended that all Triage Team members have First Aid, cardiopulmonary resuscitation (CPR)/AED and Epi-Pen training.
- Online training course STEPS 213: Duties of the School First Aid Team which focuses on the triage aspect of this team's role is offered through MyPLN.

- Training information regarding CPR/AED and Epi-Pen is available from the school nurse. Some information CPR/AED information can be found at https://achieve.lausd.net/aed; First Aid (and CPR) information is also available.

3.4 School Site Crisis Team

The School Site Crisis Team, is responsible for addressing the mental health needs and social-emotional well-being of all students on campus during an emergency by providing Psychological First Aid (PFA) as needed, in the immediate aftermath of a critical incident or emergency, pursuant to the District's BUL-5800 Crisis Preparedness, Response and Recovery policy. PFA is an evidence-informed approach for assisting children, adolescents, adults, and families in the immediate aftermath of a critical incident, disaster, or act of terrorism. PFA is designed to reduce the initial distress caused by traumatic events and to foster short and long-term adaptive functioning.

Assignments

Crisis Team Leader: PINEDO, SYMONE

Alternate Team Leader: BRAMBILA, AURELIA

Psychological First Aid Team Member (Primary): ONWUEMELIE, IFEANYI

Psychological First Aid Team Member (Backup): CONSTON-RAOOF, MIRANDA

Team Assembly Location

Inside: Main Office

Outside: Covered Lunch Area

Crisis Team Leader

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

Psychological First Aid Team Members

The members of the Psychological First Aid Team, with the guidance of the Crisis Team Leader(s), are responsible for monitoring the social-emotional safety and well-being of the students and staff in designated areas, such as, the Assembly Area and First Aid Area. Specific duties of the members of the Psychological First Aid members may include:

- Psychological First Aid/triage

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

Supplies and Equipment for the School Site Crisis Team Members

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

3.5 Search and Rescue Team

The Search and Rescue (SAR) Team is responsible for preparing and performing search and rescue operations during an emergency when the fire department is delayed due to the nature of the disaster. There may be two or more Search and Rescue teams at a school mostly depending on the size and layout of the school. Each team must have four members as they work in pairs for safety reasons. Supplemental online training course STEPS 214 is offered through MyPLN.

Assignments

Search and Rescue (SAR) Teams Coordinator: RANDOLPH, HARRISON

Alternate SAR Teams Coordinator: CONNAGHAN, MARCUS

SAR Team 1 Members: RANDOLPH, HARRISON; CAMPOS, VICTOR; MYLES, TAMMARA; MACIAS, JUAN

SAR Team 2 Members: ADAMS, MICHAEL; LIRA, ANTONIO; CORCUERA, SILVIA; CRUZ, IXCHEL

SAR Team 3 Members: ALVARADO, GREGORIO; GOMEZ, THELMA; FRELO, KEISHA; NUNEZ, FREDY

SAR Team 4 Members: ESTRADA, ALLEN; PARKER, GUIYETRA; MORENO, ANTONIO; RODARTE, RANDY

Team Assembly Location

Inside: Main Office

Outside: Covered Lunch Area

Search and Rescue Teams (SAR) Coordinator

The Search and Rescue Teams Coordinator assigns each Search and Rescue team their specific areas and duties, records findings on maps and in logs, keeps Operations informed of overall status, and coordinates appropriate training. Specific duties of the Search and Rescue Teams Coordinator may include:

- During disaster, ensuring each SAR team has four members and that those four members work in pairs for safety reasons
- Obtaining briefings from Operations and the Assembly Area Team, noting missing students and any other situations requiring response
- Assigning and recording search and rescue teams based on available manpower, maintaining four persons per team
- Updating teams' reports on site map and recording exact location of damage and triage tally

Search and Rescue Team Leaders

Each Search and Rescue Team Leader is responsible for directing the activities of their assigned SAR team and apprises the SAR Teams Coordinator of the team's status and their findings throughout the search and rescue process. Specific duties of the Search and Rescue Team Leaders may include:

- Obtaining briefings from the SAR Coordinator
- Directing search and rescue operations for their assigned team
- Reporting findings to the SAR Teams Coordinator during search and rescue operations.

Search and Rescue Team Members

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

- Searching assigned area
- Reporting gas leaks, fires, or structural damage to Team Leader upon discovery
- Rescuing trapped survivors on campus, as long as it is safe to do so
- Evacuating survivors with mobility challenges
- Working with the Security/Utilities Team and Fire Suppression/Hazmat Team in shutting off gas or extinguishing fires as appropriate
- Periodically reporting to the Team Leader the location, number, and condition of injured or missing survivors
- Conducting pre-established search and rescue patterns, checking each classroom, office, storage room, auditorium and other rooms and outdoor areas which may have victims
- Sealing off and posting areas where hazardous conditions exist

- Contacting Security/Utilities Team to secure the building from reentry after the search

Supplies and Equipment for Search and Rescue Teams

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

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

3.6 Access and Functional Needs Team

The Access and Functional Needs Team is responsible for ensuring students and others on campus with disabilities and other access or functional needs are considered throughout the ongoing development and execution of this plan. The Access and Functional Needs Team will coordinate activities with Operations as required. The Access and Functional Needs Team ensures needs for those with disabilities or other functional or access requirements are addressed and planned for, including provision of any necessary supplies and equipment, and

shared with emergency teams and other staff who will further support the individuals with these needs. Resources to support this team's work are available at: achieve.lausd.net/afn.

Assignments

Access and Functional Needs Team Member: THEDFORD, JAMIE

Alternate Access and Functional Needs Team Member: QUINTERO, OFELIA

Assembly Location

Inside: Multipurpose Room

Outside: Black top near the physical education field

Roles and Responsibilities

The members of the Access and Functional Needs team are responsible for ensuring the safety of students and adults during drills and emergencies. The Access and Functional Needs Team is responsible for directing team activities and interacting with Operations to identify specific disabilities, access and functional needs of the school population, as well as potential needs of visitors. The team facilitates the planning and preparation for appropriate supports for drills and emergencies. The Access and Functional Needs team is responsible for ensuring that these individuals are safely evacuated and supported during drills and emergencies.

3.7 Security/Utilities Team

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

Assignments

Security/Utilities Team Leader: RANDOLPH, HARRISON

Alternate Team Leader: STEWART, GEORGE

Security/Utilities Team Member: PEOPLES, DEONTE

Security/Utilities Team Member: ALLEN, CORY

Team Assembly Location

Inside: Main Office

Outside: Covered Lunch Area

Security/Utilities Team Leader

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

Security/Utilities Team Members

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

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

Supplies and Equipment for Security/Utilities Team

- Vest or position identifier
- Hard hat, gloves and any personal protective equipment
- Master keys
- Hand-held two way radio
- Copy of the school's emergency procedures
- Large durable signs for providing direction and information
- Utility shut-off tools
- Site maps
- Diagrams of shut-off valves and switches

3.8 Fire Suppression/Hazmat Team

The Fire Suppression and HazMat Team is responsible for extinguishing small fires and evaluating the potential release of chemicals during an emergency. It is also responsible for evaluating the damages to school property in an emergency. This team will coordinate with

Operations. Team members complete the School/Site Preliminary Damage Report. Operating a fire extinguisher is covered in STEPS 201, available on MyPLN, and is strongly recommended training for this team.

Assignments

Fire Suppression and HazMat Team Leader: MACIAS, JUAN

Alternate Team Leader: MARTINEZ, JOSE

Fire Suppression and HazMat Team Member: GALAVIZ, GIOVANNY

Fire Suppression and HazMat Team Member: FRELO, KEISHA

Team Assembly Location

Inside: Main Office

Outside: Covered Lunch Area

Fire Suppression and HazMat Team Leader

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

Fire Suppression and HazMat Team Members

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

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

Supplies and Equipment for the Fire Suppression/HazMat Team

- Vest or position identifier
- Hard hat, work gloves and personal protective equipment
- Fire extinguishers and other fire-fighting equipment
- Hand-held two-way radios
- Master keys on lanyard
- Clipboard with job duties and School/Site Preliminary Damage Report
- Carry bucket or duffel bag with eye protection, flashlight, dust masks, yellow caution tape, and utility shut-off tools
- Site maps
- Absorbent materials
- Broom
- Dust pan
- Neutralizer
- Hazardous waste labels

3.9 Assembly Area Team

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

Assignments

Assembly Area Team Leader: ESTRADA, ALLEN

Alternate Team Leader: LIRA, ANTONIO

Assembly Area Team Member: ONWUEMELIE, IFEANYI

Assembly Area Team Member: CONSTON-RAOOF, MIRANDA

Team Assembly Location

Inside: Main Office

Outside: Covered Lunch Area

Assembly Area Team Leader

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

3. Incident Command System

Assembly Area Team Members

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

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

Supplies and Equipment for Assembly Area Team

- Copy of Site Plot Plan and Vicinity Map showing designated on and off-site Assembly Areas
- Injury Reports and Missing Persons Reports
- Bullhorn
- Clipboard and pens for forms
- List of employees who were on campus (when incident took place)

3.10 Request and Reunion Gate Teams

Request Gate Team

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

Assignments

Request Gate Team Leader: HERNANDEZ, KAREN

Alternate Team Leader: RICHMOND, KEVIN

Request Gate Team Member: CRUZ, IXCHEL

Request Gate Team Member: STACY, DANIELLE

Team Assembly Location

Outside: Gate North Arlington / Pico

Request Gate Team Leader

The Request Gate Team Leader is responsible for directing team activities and periodically interacting with Operations to identify problems and report status, coordinating appropriate training and ensuring order is maintained at the Request Gate. The Request Gate Team Leader will refer all outside requests for information to the Public Information Officer. Supplemental

online training course STEPS 419 is offered through MyPLN.

Request Gate Team Members

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

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

Supplies and Equipment for Request Gate Teams

- Keys to the Request Gate
- Student lists
- Office supplies –pens, paper, clipboards, and summons forms, etc.
- Sign-making materials
- Bullhorn
- Reunification forms (blue slips)
- Yellow caution tape, student runner I.D. lanyards, extra school radios, chalk, etc.

Mass Reunion Planning

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

- Cross-train other teams to assist. When the Search and Rescue Team members are done with their assignment, they may be re-assigned by the Operations Section Chief to assist the Request or Reunion Gate Team.
- Ensure that there are enough supplies (pens, forms, etc.) for the additional Request Gate Team members so that additional stations can be opened.
- Have a plan to re-organize the Request Gate to divide the parents into smaller groups. They can be organized by grade level, small learning community or any other criteria that makes sense for the school. Ensure that there are sign-making supplies to allow for reorganization.

Reunion Gate Team

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

Assignments

Reunion Gate Team Leader: MUNOZ, BLANCA

Alternate Team Leader: POST, DONNETTA

Reunion Gate Team Member: ESTRADA, MARIA

Reunion Gate Team Member: ESTRADA, ELIZABETH

Team Assembly Location

Outside: Gate North Arlington / Pico

Reunion Gate Team Leader

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

Reunion Gate Team Members

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

- Greeting parents, guardians, or designees at the Reunion Gate and maintaining order
- Verifying identification and authenticity of reunification forms
- Confirming students recognize the authorized adults who come to claim them and requiring adult to sign student out of school
- Completing Student Release Log and submitting them to the Reunion Gate Team Leader

3. Incident Command System

Supplies and Equipment

- Hand-held two-way radios
- Tables and chairs
- Office supplies –pens, paper, clipboards, release forms, yellow tape, hanging clips, etc.
- Student lists
- Flashlights
- Keys to the Reunion Gate
- Materials for sign-out log
- Student Release Log

3.11 Supply/Equipment Team

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

Assignments

Supply/Equipment Team Leader: STEWART, GEORGE

Alternate Team Leader: HUYNH, ANDY

Supply/Equipment Team Member: FRELO, KEISHA

Supply/Equipment Team Member: RIDDICK, MICHELLE

Team Assembly Location

Inside: Plant Manager Office

Outside: Parking Lot at Back of the School (Vaness)

Supply/Equipment Team Leader

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

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

Supply/Equipment Team Members

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

- Distributing emergency water and food supplies
- Supporting hygiene team, as necessary, setting up and maintaining sanitation stations
- Confirming supply/equipment needs for any persons with special needs fulfilled
- Controlling conservation of water

Supplies and Equipment for Supply/Equipment Team

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

3.12 Transportation Support Position

The Transportation Support position works under the Logistics Section and is responsible for coordinating bus transportation needs from the school if an off-site relocation or other transportation is necessary. Local District Operations may also assist with this task. The position needs to also coordinate with the receiving site.

Assignments

Transportation Support Staff Member: MEZA, JENNIFER
Alternate Transportation Support Staff Member: GONZALEZ, VICTORIA

Assembly Location: Command Post

Roles and Responsibilities

The Transportation Support position is responsible for coordinating transportation assets and planning for an off-site relocation from the school. Specific duties may include:

- Periodically communicating with the Logistics Section Lead to provide updates as needed.
- Communicating to the Transportation Division the total number of students and staff to transport, number of people needing wheelchair tie-downs, lifts or other specialized

support, if space is needed to transport necessary supplies and the exact pick-up and drop-off locations.
- Working with the receiving site and providing details about the number of people relocating and any assistance needed with supplies and services that the evacuating school cannot provide.
- Acquiring from the receiving site the specific location on campus where the evacuated school will be housed, where buses should drop-off, and what gate will be used for reunification.
- Ensuring that a plan is in place and carried out to transport the School Emergency Response Box containing emergency cards and other essential records, first aid kits, food from the cafeteria and other necessary items.
- Assist with the plan for systematic loading and unloading of students and supplies.
- Assist with clearing the campus as needed.
- Maintaining documents related to off-site evacuation.

Supplies and Equipment for the Transportation Support position

- Landline and/or cell phone
- Handheld two-way radio
- Map of area showing school and off-site relocation site(s)
- Student rosters showing attendance, classes and emergency information assigned to a bus number

3.13 Documentation/Communications Position

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

Assignments

Documentation Staff Member: MEZA, JENNIFER
Alternate Documentation Staff Member: GONZALEZ, VICTORIA

Assembly Location: Command Post

Roles and Responsibilities

The Documentation/Communication position will maintain a log of the incident, noting all actions and reports, and filing them for reference. This position will also collect, organize and analyze situation information and provide periodic updates. Specific duties may include:

- Periodically communicating with the Planning and Intelligence Section for status updates.

- Documenting all communications with the Local District Operations Center (LDOC) and outside agencies.
- Recording the number of students, staff and others on campus and updating it periodically.
- Reporting missing persons, and documenting site damage, injuries and medical needs with the Incident Commander.
- Ensuring that accurate records are kept of all staff members, indicating hours worked.
- Supporting the Incident Commander in making any purchases and keeping track of the cost.
- Filing, maintaining and securing all emergency documentation.
- Listening to District/AM-FM/Amateur radios for information.
- Monitoring social media for information, including rumor control and misinformation.
- Sending Blackboard Connect messages to parents and staff.
- Sending updates on social media accounts maintained by the school.
- Updating site maps as reports and other information are received.
- Preserving maps as legal documents.
- Using area-wide map to record information on major incidents such as road closures, utility outages, etc. that may impact the campus.
- Developing situation reports for the Incident Command Team.

Supplies and Equipment for the Documentation/Communications Position

- Hand-held two-way radios
- File boxes
- Paper, pens, markers
- Chart paper and/or small, mobile white board
- AM-FM battery radios
- School/Site Preliminary Damage Report
- Maps of event by the hour
- Hand-held radios
- Access to Blackboard Connect, internet, cell phones, etc.
- Large site map of campus, laminated or covered with plastic
- Map of county or local area

3.14 Staff Accounting Position

The Staff Accounting position works under the Finance & Administration Section and is responsible for maintaining accurate emergency time records for all site-based and itinerant employees. These records are extremely important to accurately portray costs of the disaster and for potential financial recovery documentation.

Assignments

Staff Accounting Staff Member: MEZA, JENNIFER
Alternate Staff Accounting Staff Member: GONZALEZ, VICTORIA

Assembly Location: Command Post

Roles and Responsibilities

The Staff Accounting position will maintain time records for site-based and itinerant employees and file them for reference. Specific duties may include:

- Periodically communicating with the Finance and Administration Section Lead to provide updates as needed.
- Keeping accurate time records of all staff members, indicating employee name, employee number and hours/times worked specifically to address the disaster.
- Ensuring that District employees who are on site but do not usually time report to the school are accurately accounted for.
- Periodically communicating with Reunion Gate staff for records of all staff leaving or returning to campus.
- Filing, maintaining and securing staff accounting documentation.

Supplies and Equipment for the Staff Accounting position

- File boxes
- Paper, pens, clipboards
- Employee timecards
- Blank timecards for certificated and classified staff
- Staff off-campus sign-in/out log
- Supplemental Attendance Report forms
- Time Reporting Instructions for Emergency Work
- List of Disaster Overtime Program Codes

3.15 Cost Accounting Position

The Cost Accounting position works under the Finance & Administration Section and is responsible for maintaining a fiscal record of all school expenditures related to the disaster. Records include any supplies and equipment used, purchased or rented by the school during the disaster as well as donations to the school during the disaster.

Assignments

Cost Accounting Staff Member: MEZA, JENNIFER
Alternate Cost Accounting Staff Member: GONZALEZ, VICTORIA

Assembly Location: Command Post

Roles and Responsibilities

The Cost Accounting position will maintain records for supplies and equipment site-based and itinerant employees and file them for reference. Specific duties may include:

- Periodically communicating with the Finance and Administration Section Lead to provide updates as needed.
- Maintaining cumulative site disaster cost records.
- Collecting and recording all cost data.
- Ensuring that inventory of expended emergency supplies is maintained.
- Periodically communicating with the Supply/Equipment Team and Cafeteria Manager for updated inventory.
- Maintaining inventory and receipts of all items donated to the school during the disaster.
- Filing, maintaining and securing cost accounting documentation.

Supplies and Equipment for the Cost Accounting position

- File boxes
- Paper, pens, clipboards, calculators
- Access to spreadsheet software and laptop
- Emergency supplies inventories

3.16 Hygiene Team

The Hygiene Team works under the Logistics Section and is responsible for providing all necessary sanitation-related support.

Assignments

Hygiene Team Member:

Alternate Team Leader:

Hygiene Team Member:

Hygiene Team Member:

Team Assembly Location

Inside:

Outside:

Roles and Responsibilities

The Hygiene Team will oversee and maintain overall cleanliness during emergencies. Specific duties may include:

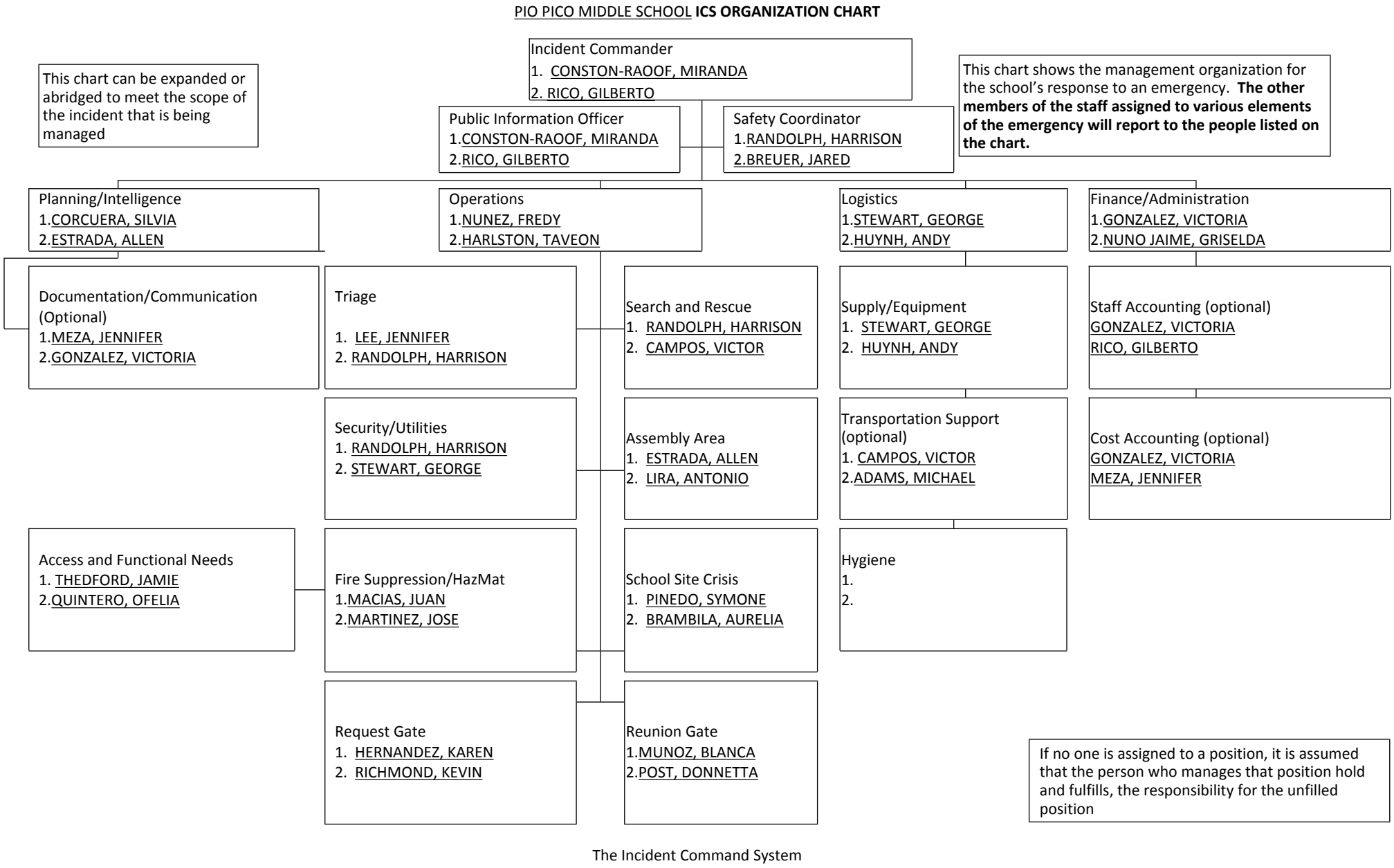
- Monitor and resupply handwashing stations
- monitoring physical distancing
- cleaning bucket toilets
- disinfecting equipment

3.17 Emergency Supplies and Equipment

It is the responsibility of site administration to develop and implement plans to provide a minimum of a 72-hour supply of emergency water, food, first aid, search and rescue, sanitation and other emergency supplies and equipment, as listed under each emergency team, at school. Emergency supplies will be maintained in each classroom and in a centralized location: Black top back of the campus near Vanness

Emergency supply checklists are found in the ISSP appendices and the REF-5451 School Site Emergency/Disaster Supplies. Some recommendations regarding emergency food can be found on the Emergency Services website: Food for Emergencies.

3.18 School ICS Organization Chart



The Incident Command System

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

3. Incident Command System

3.19 School Site Crisis Team Chart

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

POSITION	ROLES & RESPONSIBILITIES	LEAD	ALTERNATE
Incident Commander	During a crisis, directs all crisis operations, verifies facts, contacts LD, and coordinates all crisis response & intervention services.	CONSTON-RAOOF, MIRANDA	RICO, GILBERTO
Crisis Team Leader	Coordinates all crisis team response, including triage, assessment, and crisis counseling for students, staff, & parents.	RANDOLPH, HARRISON	BETANCOURT, JASMINE
Public Information Officer (PIO)	Official spokesperson for an incident. Includes preparing Blackboard Connect and other communications for staff and parents, identification of media locations and updates.	CONSTON-RAOOF, MIRANDA	RICO, GILBERTO
School Site Crisis	Provides psychological/emotional support and crisis counseling for students, staff, & parents.	PINEDO, SYMONE	BRAMBILA, AURELIA
Triage	Ensures supplies are accessible, evacuates and stages supplies, performs triage and provides medical assistance.	LEE, JENNIFER	RANDOLPH, HARRISON
Security	Ensures school site security, secures gates, and performs short-term repairs and shutoff of utilities as necessary.	RANDOLPH, HARRISON	STEWART, GEORGE
Request Gate	Processes requests for student pick-up.	HERNANDEZ, KAREN	RICHMOND, KEVIN
Reunion Gate	Reunites students and parents at Reunion Gate.	MUNOZ, BLANCA	POST, DONNETTA
Logistics	Provides all incident support needs such as facilities, transportation, communications, supplies/equipment and food services; includes adjusting schedules and menus, as needed.	STEWART, GEORGE	HUYNH, ANDY
Communications	Maintains log of incident actions and all documents associated with the emergency; maintains status board of incident actions, monitors phone calls, television, radio and social media for information.	MEZA, JENNIFER	GONZALEZ, VICTORIA

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

3. Incident Command System

3.20 School Site Suicide/Threat Assessment Team Chart

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

POSITION	ROLES & RESPONSIBILITIES	LEAD	ALTERNATE
Administrator (Principal, Assistant Principal, or Administrative Designee)	Takes charge of the suicide/threat risk incident, convenes the Suicide/Threat Assessment Team, designates specific roles to team members (securing campus safety, assessment, gathering information, documentation, etc.). Coordinates all information, referrals, safety planning, and monitoring.	CONSTON-RAOOF, MIRANDA	LOPEZ, ARIANNA
Mental Health Professional /Suicide/Threat Prevention Liaison (For Student Suicide/Threat Risk Assessment: Psychiatric Social Worker, PSA Counselor, School Psychologist)	Assists with the risk assessment, gathering background information, including interviews and statements from the person of interest & witnesses. Identified as the Suicide/Threat Prevention Liaison. Brings mental health and trauma expertise in working with students & families.	LOPEZ, ARIANNA	CONSTON-RAOOF, MIRANDA
LD Operations Coordinator/LASPD	Responds to situations of risk of violence to self or others. Provides technical support and consultation for assessments prior to and during the Multidisciplinary Threat Assessment Team meeting.	Eric Mollinedo	Sgt. Loving

3. Incident Command System

3.21 School Emergency Contacts Chart

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

TITLE	NAME	WORK NUMBER
Principal	CONSTON-RAOOF, MIRANDA	(323) 313-8147(323) 733-8801
Assistant Principal 1	RICO, GILBERTO	(323) 733-8801(323) 733-8801
Assistant Principal 2		
Assistant Principal 3		
Assistant Principal 4		
Administrator Assistant	GONZALEZ, VICTORIA	(323) 733-8801
Cafeteria Manager	PARKER, GUIYETRA	(323) 737-7017(323) 733-8801
Financial Manager	NUNO JAIME, GRISELDA	(323) 733-8801
Plant Manager	STEWART, GEORGE	(323) 232-4218
Custodian	HUYNH, ANDY	(323) 780-3056
Custodian Closest to Site	STEWART, GEORGE	(323) 232-4218
First Person on Campus in AM	STEWART, GEORGE	(323) 232-4218
Last Person on Campus in PM	HUYNH, ANDY	(323) 780-3056

3. Incident Command System

Charter School Emergency Contacts Chart - MAGNOLIA SCIENCE ACADEMY #6

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

Title/Role	Name	Work Number
Principal		
Assistant Principal 1		
Assistant Principal 2		
Administrator Assistant		
Financial Manager		
School Nurse or Contact for On-Site Health Emergencies		
First person on campus in AM		
Last person on campus in PM		

3. Incident Command System

3.22 School ICS and Emergency Teams

Details of each team's roles and responsibilities are located in Emergency Teams section of the Integrated Safe School Plan.

POSITION	ROLES & RESPONSIBILITIES	SECTION LEAD	ALTERNATE
Incident Commander	During an emergency, directs all emergency operations, verifies facts, contacts LD, and coordinates all response actions.	CONSTON-RAOOF, MIRANDA	RICO, GILBERTO
Safety Coordinator	Ensures that all emergency operations are conducted safely.	RANDOLPH, HARRISON	BREUER, JARED
Public Information Officer (PIO)	Official spokesperson for an incident. Includes preparing Blackboard Connect and other communications for staff and parents, identification of media locations and updates.	CONSTON-RAOOF, MIRANDA	RICO, GILBERTO
Operations Section Lead	Responsible for managing all tactical operations at an incident.	NUNEZ, FREDY	HARLSTON, TAVEON
Planning Section Lead	Responsible for collecting and evaluating information.	CORCUERA, SILVIA	ESTRADA, ALLEN
Logistics Section Lead	Provides all incident support needs such as facilities, transportation, communications, supplies/equipment and food services; includes adjusting schedules and menus, as needed.	STEWART, GEORGE	HUYNH, ANDY
Finance/Administration Section Lead	Responsible for managing all financial aspects and documentation of an incident.	GONZALEZ, VICTORIA	NUNO JAIME, GRISELDA

Title/Role	Name
Search and Rescue (SAR) Teams Coordinator	**Reports to Operations Section Lead**
SAR Coordinator	RANDOLPH, HARRISON
SAR Alternate Coordinator	CONNAGHAN, MARCUS
Search and Rescue Team 1	**Reports to SAR Teams Coordinator**
Team leader	RANDOLPH, HARRISON
Member 2/Alternate Leader	CAMPOS, VICTOR
Member 3	MYLES, TAMMARA
Member 4	MACIAS, JUAN
Search and Rescue Team 2	**Reports to SAR Teams Coordinator**
Team Leader	ADAMS, MICHAEL
Member 2/Alternate Leader	LIRA, ANTONIO

3. Incident Command System

Member 3	CORCUERA, SILVIA
Member 4	CRUZ, IXCHEL
Search and Rescue Team 3	**Reports to SAR Teams Coordinator**
Team Leader	ALVARADO, GREGORIO
Member 2/Alternate Leader	GOMEZ, THELMA
Member 3	FRELO, KEISHA
Member 4	NUNEZ, FREDY
Search and Rescue Team 4	**Reports to SAR Teams Coordinator**
Team Leader	ESTRADA, ALLEN
Member 2/Alternate Leader	PARKER, GUIYETRA
Member 3	MORENO, ANTONIO
Member 4	RODARTE, RANDY
Access and Functional Needs Team	**Reports to Operations Section Lead**
Team Leader	THEDFORD, JAMIE
Member 2/Alternate Leader	QUINTERO, OFELIA
Triage Team	**Reports to Operations Section Lead**
Team Leader	LEE, JENNIFER
Member 2/Alternate Leader	RANDOLPH, HARRISON
Member 3	ADAMS, MICHAEL
Member 4	ONWUEMELIE, IFEANYI
Security / Utilities Team	**Reports to Operations Section Lead**
Team Leader	RANDOLPH, HARRISON
Member 2/Alternate Leader	STEWART, GEORGE
Member 3	PEOPLES, DEONTE
Member 4	ALLEN, CORY
Fire Suppression / HazMat Team	**Reports to Operations Section Lead**
Team Leader	MACIAS, JUAN
Member 2/Alternate Leader	MARTINEZ, JOSE
Member 3	GALAVIZ, GIOVANNY
Member 4	FRELO, KEISHA
School Site Crisis Team	**Reports to Operations Section Lead**
Team Leader	PINEDO, SYMONE
Member 2/Alternate Leader	BRAMBILA, AURELIA
Member 3	ONWUEMELIE, IFEANYI
Member 4	CONSTON-RAOOF, MIRANDA
Assembly Area Team	**Reports to Operations Section Lead**
Team Leader	ESTRADA, ALLEN

3. Incident Command System

Member 2/Alternate Leader	LIRA, ANTONIO
Member 3	ONWUEMELIE, IFEANYI
Member 4	CONSTON-RAOOF, MIRANDA
Request Gate Team	**Reports to Operations Section Lead**
Team Leader	HERNANDEZ, KAREN
Member 2/Alternate Leader	RICHMOND, KEVIN
Member 3	CRUZ, IXCHEL
Member 4	STACY, DANIELLE
Reunion Gate Team	**Reports to Operations Section Lead**
Team Leader	MUNOZ, BLANCA
Member 2/Alternate Leader	POST, DONNETTA
Member 3	ESTRADA, MARIA
Member 4	ESTRADA, ELIZABETH
Documentation / Communication Position	**Reports to Planning Section Lead**
Team Leader	MEZA, JENNIFER
Member 2/Alternate Leader	GONZALEZ, VICTORIA
Supply / Equipment Team	**Reports to Logistics Section Lead**
Team Leader	STEWART, GEORGE
Member 2/Alternate Leader	HUYNH, ANDY
Member 3	FRELO, KEISHA
Member 4	RIDDICK, MICHELLE
Hygiene Team	**Reports to Logistics Section Lead**
Team Leader	
Member 2/Alternate Leader	
Member 3	
Member 4	
Transportation Position	**Reports to Logistics Section Lead**
Team Leader	CAMPOS, VICTOR
Member 2/Alternate Leader	ADAMS, MICHAEL
Staff Accounting Position	**Reports to Finance/Admin Section Lead**
Team Leader	GONZALEZ, VICTORIA
Member 2/Alternate Leader	RICO, GILBERTO
Cost Accounting Position	**Reports to Finance/Admin Section Lead**
Team Leader	GONZALEZ, VICTORIA
Member 2/Alternate Leader	MEZA, JENNIFER
Manager of School Emergency Response Box	**Delivers Box Contents As Needed**

3. Incident Command System

Team Leader	GONZALEZ, VICTORIA
Member 2/Alternate Leader	STACY, DANIELLE

4. Training and Exercises

4.1 District Documents Concerning Emergencies

For additional context for school site trainings, access LAUSD documents relevant to school emergencies on the "LAUSD Emergency Documents" page of the Emergency Services website.

4.2 Training and Exercises

All school staff shall be trained on the plan (CA Education Code Section 32280). Everyone involved in the plan needs to know their roles and responsibilities before, during, and after an emergency. The Training and Exercises section describes the critical training and exercise activities the school will use in support of the plan. This includes the core training objectives and frequency to ensure that all staff members, as well as students, parents, and community representatives understand emergency roles, responsibilities, and expectations. This section also establishes the expected frequency of exercises to be conducted by the school. Content may be influenced based on similar requirements at the District and/or local jurisdiction level(s). Exercises may range from basic fire and shelter in place drills to full-scale community-wide drills that realistically portray an emergency event and show the role the school plays in school District and municipal planning.

4.3 Emergency Drills

To be adequately prepared, emergency drills should be executed and then documented at http://emergencydrills.lausd.net. Training for all emergency procedures can be found through the STEPS program on MyPLN. The REF-5803 Emergency Procedures, Drills and District-Wide Exercises has more information on emergency response actions and required emergency drills. Five types of emergency drills are required as indicated in the table below, along with the required frequencies by school level. Schools are encouraged to foster relationships with and invite first responders to participate in drills. Schools must also participate in the radio test described in 4.3.6 below.

4. Training and Exercises

Drill Frequency Table:

Type	Elementary	Middle	Sr. High and Adult
Fire	First week of school until proficient, then once per month at minimum, including summer school.	First week of school until proficient, then once per month at minimum, including summer school.	First week of school until proficient, then once per semester at minimum, including summer school.
Lockdown	Within the first 30 days once per semester at minimum, including summer school.	Within the first 30 days once per semester at minimum, including summer school.	Within the first 30 days once per semester at minimum, including summer school.
Earthquake (Drop, Cover/Hold on)	Once per month at minimum, including summer school.	Once per month at minimum, including summer school.	Once per month at minimum, including summer school.
Shelter in Place	Oral review or drill once per semester at minimum, including summer school.	Oral review or drill once per semester at minimum, including summer school.	Oral review or drill once per semester at minimum, including summer school.
Take Cover	Oral review or drill once per semester at minimum, including summer school.	Oral review or drill once per semester at minimum, including summer school.	Oral review or drill once per semester at minimum, including summer school.

Note: Review with only staff once per semester, the Rapid Relocation procedures for active shooter incidents meeting the specific criteria in BUL-5469 Lockdown and Rapid Relocation Procedures For All Schools.

4.3.1 Fire Drill

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

For most fires, there is no Public Address (PA) system announcement, but the following drill announcement may be used preceding the fire alarm:

"Your attention, please. This is a fire drill. We need to evacuate all buildings when you hear the alarm. Teachers are to take their students and rosters to the Assembly Area and report to their designated section. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have exited."

Fire Drill Procedures

(Review additional courses of action taken during an actual emergency and which may be practiced during drills and are listed in Section 6, Functional Annexes. These include Accounting for All Persons, All Clear, Evacuate Building, Notifications and Student Reunification.)

Teachers actions:

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

All other personnel (not assigned to any emergency team): Report to Assembly Area for further instructions.

4.3.2 Earthquake Drill

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

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

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

Indoor Earthquake Drill Procedures

Classroom actions:

(Review additional courses of action taken during an actual emergency and which may be practiced during drills and are listed in Section 6, Functional Annexes. These include Accounting for All Persons, All Clear, Drop, Cover and Hold on, Evacuate Building, Notifications and Student Reunification.)

1. Initiate the DROP, COVER and HOLD ON action as described in Section 6.3.
2. Drop to knees facing away from windows.
3. Get under desks or tables and hold on to the furniture where possible.
4. Fold body onto floor with arms close to knees.
5. Place head as far as is possible between knees and grasp furniture leg; cover the crown of the head with the other hand.

6. Stay in this position until shaking stops.
7. Students will evacuate using the safest route or evacuation routes practiced during the fire drill. The students are gathered in the Assembly Area and line up in the designated space. Teachers are to account for any students with a cognitive disability who may not have understood the directions.

Outdoor Earthquake Drill Procedures

1. Stay clear of buildings, power lines, light poles, etc.
2. Drop to the ground, cover head if possible and hold onto a stable object if available. If stable object is unavailable, place head as far as is possible between knees; cover crown of the head with hands
3. Remain clear of obstacles and wait until the situation stabilizes and designated staff member gives all clear. Move to the emergency Assembly Area. Teachers are to account for any students with a cognitive disability who may not have understood the directions.

If an earthquake occurs during non-classroom hours i.e., passing periods, nutrition, or lunch, all persons will proceed to the Assembly Area and line up in the designated space. Teachers are to account for any students with a cognitive disability who may not have understood the directions.

4.3.3 Lockdown Drill

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering any occupied campus areas. This action is to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the security of the school.

During a lockdown, students are to always remain in the locked classrooms or designated safe locations.

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

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

Lockdown Drill Procedures

Teacher actions:

(Review additional courses of action taken during an actual emergency and which may be practiced during drills and are listed in Section 6, Functional Annexes. These include Accounting for All Persons, All Clear, Lockdown and Notifications.)

4. Training and Exercises

1. When the announcement has been given, all classes will remain in their rooms. Ensure that classroom doors are locked.
2. Redirect any students in hallways or outdoors into the nearest classroom.
3. Physical education classes will proceed into the gym, auditorium or multi-purpose room.
4. Move students to the most protected areas in the room and lock the door.
5. Have students face away from windows and keep their backs toward windows.
6. Close and lock all doors and windows. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
7. Turn off lights, power equipment, appliances, and silence cell phones. All personnel must remain in the classroom until further instructions are received from official sources.
8. Take and report attendance, as possible. Teachers are to account for any students with a cognitive disability who may not have understood the directions.
9. Remain in the secured room until further instructions are received from official sources.

4.3.4 Shelter In Place Drill

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

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

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

Shelter in Place Drill Procedures

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

10. Take and report attendance, as possible. Teachers are to account for any students with a cognitive disability who may not have understood the directions.

4.3.5 Take Cover Drill

This action provides protection during hazards such as a bomb blast, explosion, airplane crash, gas storage tank explosion, or shooting incident. There is typically no advance warning or signal given.

Indoor Take Cover Procedures

1. Drop to the knees with back to a window, place head in lap and clasp hands behind the neck.
2. Wait quietly for further instructions. Teachers are to account for any students with a cognitive disability who may not have understood the directions.

Outdoor Take Cover Procedures

1. Seek any type of protection (curb, bench, ditch, gutter, etc.).
2. Drop to ground with back to hazard and clasp hands behind the neck.
3. Remain in this position until the immediate danger passes and seek more protective cover if necessary. Teachers are to account for any students with a cognitive disability who may not have understood the directions.

4.3.6 Radio Communications Test Drill

Radio communications tests take place in conjunction with the Districtwide fall and spring emergency drills to ensure that the radio equipment and communications systems are working properly. The communications test follows the same procedures that will be used in an actual emergency. In an emergency when phone lines are inoperable, the Districtwide radio network is used to compile information about significant damages and injuries at each site. Using this information, the District can properly assess the impact of an emergency, request help from other agencies, and properly assign resources and assistance to those sites with the greatest needs.

Specific drill dates and the link to the most current Emergency Radio Communication Tree can be found at https://achieve.lausd.net/radiounit and on the Emergency Services Drills and Exercises page. After participating in each semester's radio test, schools should complete the evaluation: http://emergencydrills.lausd.net.

5. Authorities and References

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

5.1 Legal Requirements

California Education Code Sections 32280-32288 **-** Requires a comprehensive school safety plan developed with first responder input, identifying appropriate safety strategies relevant to the needs and resources of the school. It requires specific representatives from the school and community to be involved in the planning process, an update of the plan annually, and the adoption of emergency procedures and policies. Requires that school safety plans include (among other items) disaster procedures and an earthquake procedure system including protective measures to be taken during an earthquake, and detailed “drop” procedures. Also requires training of school staff on the plan.

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

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

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

5.2 Other Related Laws

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

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

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

5. Authorities and References

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

California Education Code section 215 (as added by AB 2246) - Requires school districts to implement a pupil suicide prevention policy and develop a training for all District employees to increase awareness about suicide. The policy must address high-risk (vulnerable) students, including youth bereaved by suicide, youth with disabilities, youth with mental illness or substance disorders, youth experiencing homelessness or in out-of-home settings such as foster care, and lesbian, gay, bisexual, transgender or questioning youth.

California Code of Regulations Title 19 Division 1 Chapter 1 - establishes minimum standards for the prevention of fire and for the protection of life and property against fire, explosion and panic.

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

California Code of Regulations Title 24 Division 1 – adopts the California Fire Code as part of the Code of Regulations. Also referred to as the California Building Standards Code.

5.3 LAUSD Related Policy

LAUSD policies and guidance documents regarding emergencies can be found on the Emergency Services website: LAUSD Emergency Documents.

6. Functional Annexes

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

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

Training for all emergency procedures can be found through the STEPS program on MyPLN. The LAUSD Staff/Responder Emergency Plan app is also available and includes 21 categories of emergency response procedures, all taken from the ISSP template.

The REF-5803 Emergency Procedures, Drills and District-Wide Exercises contains detailed information on emergency response actions and required emergency drills.

6.1 Accounting for all Persons

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

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

Accounting for all Persons Procedures

1. Teachers will take student rosters when leaving the building and account for their designated groups once the class is assembled in a safe location. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers are to list students/others as appropriate on attendance rosters and on the Missing Persons Report, Injury Report, and/or Supplemental Attendance Report.
2. Personnel working visitor check-in will take the visitor sign-in sheets and visitor stickers to the Assembly Area.
3. Assembly Area Team members will collect student rosters, Missing Persons Report, Injury Report, and Supplemental Attendance Report from teachers and submit them to the Assembly Area Team Leader.

4. The Assembly Team Leader will ensure that all visitors are accounted for, have a designated section of the Assembly Area away from students, and sign out when leaving campus.
5. The Assembly Area Team leader will compile a master accounting of all persons on campus and make reports available to the Operations Section Chief and Incident Commander.

6.2 All Clear

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

All Clear Procedures

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

6.3 Crisis Response

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

Examples of crises that may impact schools include:

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

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

OTHER IMPORTANT DEFINITIONS

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

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

MULTI-TIERED CRISIS RESPONSE TEAM MODEL
There are three tiers of crisis response: school site, local district and District office. The basic structure of the multi-disciplinary support teams on all three tiers should be similar in their composition and incorporate District staff with experience in various areas of crisis. Crisis response begins at the school site level; the scope, severity and impact of an incident may activate the local district, District office, or a combination thereof.

Tier I: School Site Crisis Response
School site crisis teams are responsible for initiating crisis response, assessing the range of services needed, and providing direct intervention services. The school site crisis team determines if there is a need for additional assistance from the local district crisis team. The school site crisis team may be activated as part of the Incident Command System (ICS) Team during an emergency or disaster, or may be activated as a stand-alone team, depending on the incident.

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

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

Crisis Response Procedures

1. As the Incident Commander, the principal or designee activates the school ICS Team, including the School Site Crisis Team, which has primary responsibility for addressing the social-emotional well-being and safety of students in the aftermath of a critical incident.

2. The Crisis Team Lead will work with the Incident Commander to assess the impact and triage students, staff, and parents/guardians, as needed.
3. The Crisis Team will provide direct crisis intervention services, including the implementation of PFA.
4. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator and request additional resources as necessary.
5. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open or update an iSTAR report on the incident, documenting the actions of the Crisis Team.
6. The Crisis Team will advise and assist the Incident Commander to restore regular school functions as efficiently and quickly as possible.
7. Crisis Team members will make every effort to limit exposure to scenes of trauma, injury, and death.
8. The Crisis Team will provide on-going assessment of needs and follow-up services as required.

School Site Crisis Response

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

A. Preparedness
   1. Establish a school site crisis team.
      School site crisis team members should be comprised of school staff, such as administrators and out-of-classroom support staff. School site crisis team composition will vary by school and must be staffed by District personnel only. Staff on the school site crisis team should be informed of their roles and have opportunities to participate in preparedness activities.
   2. Schedule regular school site crisis team meetings.
      School site crisis teams should meet at least quarterly to review protocols and procedures regarding preparedness, response and recovery. School site crisis team meetings should be documented by maintaining agendas and sign-in sheets. Meetings should include the development of comprehensive crisis response and recovery plans that:
      a. Define the roles of the school site crisis team members and communicate this information with other staff at the school site (i.e., staff that are not identified on the school site crisis team, such as teachers, clerical, new, substitute, before and after-school staff, and volunteers).
      b. Identify common types of crises and disasters that may impact schools and develop strategies for responding appropriately to re-establish the safety and security of the school site.
      c. Discuss possible locations on the school site to provide crisis response services, such as psychological triage, assessment and reunification, utilizing the areas identified in the Integrated Safe School Plan.

d. Provide/coordinate staff development and training on identified topics (e.g., Psychological First Aid, immediate and long-term recovery, traumatic grief, the impact of traumatic events on students, adults and school climate, and self-care). For support with staff development and training, contact LD Operations administration, or School Mental Health, Crisis Counseling and Intervention Services at (213) 241-3841.
e. Develop strategies to mitigate long-term impact on student mental health, well-being and academic achievement by re-engaging students in the learning process.
f. Identify school and community-based resources.

B. Response

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

1. Ensure Campus/Office Safety
   a. Call 911 for immediate, emergency life threatening situations.
   b. Call Los Angeles School Police Department (213) 625-6631 or local law enforcement for assistance at the school site or school related activity.
   c. Secure site and implement lockdown, if necessary.
   d. Activate the ICS team, as needed.
   e. For assistance and consultation, contact LD Operations administration or School Mental Health, Crisis Counseling and Intervention Services at (213) 241-3841.
2. Determine Facts
   Consider some of the following questions when gathering information to determine the appropriate response for the situation:
   a. What happened?
   b. Who was involved?
   c. How were they involved?
   d. How did it happen?
   e. Where and when did it happen?
   f. What caused the crisis?
   g. What is the condition of those involved?
   h. Other relevant sources of information (e.g., school staff, parents/guardians, local law enforcement, medical facilities)?
3. Notify
   a. LD Operations administration as soon as feasible.
   b. Administrator/designee of co-located schools.
   c. Administrator/designee of other school sites that could be affected by the crisis.
   d. Other offices, as appropriate.
   e. Document the incident in the Incident System Tracking Accountability Report (iSTAR) as soon as practical and update as necessary.
4. Assess
   The school site crisis team meets to assess the impact and severity of the incident and determine the level of crisis response needed. Their assessment will guide the response and recovery methods. Variables to consider when assessing the impact of the crisis include:
   a. Type of incident

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

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

   Actions may include:

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

The Crisis Team will provide on-going assessment of needs and follow-up services as required. For more information, visit https://achieve.lausd.net/Page/12129#spn-content.

Psychological First Aid: Responding to Crisis Incidents

Psychological First Aid (PFA) is an evidence-informed approach for assisting children, adolescents, adults, and families in the immediate aftermath of a critical incident, disaster, act of violence, or terrorism. PFA is designed to reduce the initial distress caused by traumatic events and to foster short and long-term adaptive functioning.

For PFA handouts in English and Spanish, visit PFA Handouts.

1. **LISTEN** to what they say and how they act.
   - Address the feeling(s)/behavior(s) as soon as possible.
   - If a student wants to talk, be prepared to listen and focus on what they say and how you can be of help.
   - Observe nonverbal communication. Remember that student(s) may also show their feelings in nonverbal ways, such as increased behavioral problems or increased withdrawal.
   - Express compassion and calmness in your statements as well as nonverbal behaviors.
2. **PROTECT** by maintaining structure, stability, and consistency.

- Maintain daily routines, activities, and structure with clear expectations and consistent rules.
- Provide supervision and consistency to encourage successful outcomes.
- Give information that is accurate and age appropriate.
- Keep the environment free of anything that could re-traumatize the student.
- Validate the student's life experience.
- Maintain confidentiality as appropriate.

3. **CONNECT** through interaction, activities and resources.
   - "Check in" with student(s) on a regular basis.
   - Become familiar with learning support staff at your school (Psychiatric Social Worker, PSA Counselor, School Psychologist, Counselor, Nurse) and community health/mental health services. Make referrals to the appropriate resources who may offer support to student(s).
   - Encourage interactions, activities, team projects with friends and teachers.
   - Keep communication open with others involved in the students' lives (parents, other teachers, coaches etc.).
     Note: If you suspect child abuse and/or neglect, report to the appropriate child protective services agency, according to BUL-1347 Child Abuse and Neglect Reporting Requirements.
4. **MODEL** calm and optimistic behavior.
   - Model healthy responses by remaining calm, courteous, organized and helpful.
   - Pay attention to your thoughts, feelings and reactions about the event. Amid a crisis, students are often watching for verbal and nonverbal cues by the adults they are with, which may influence how students cope and behave.
   - Take constructive actions to assure safety.
   - Monitor conversations that students may engage in or hear.
   - Acknowledge the difficulty of the situation but demonstrate how people can come together to cope after such an event.
   - Practice self-care.
5. **TEACH** about normal changes that can occur when traumatized.
   - Student(s) may have different reactions even to the same event.
   - Encourage students to identify and use positive coping strategies to help them after the event.
   - Help your students to problem solve to get through each day successfully.
   - Help students set small "doable" goals and share in these achievements as "wins."
     Note: With time and support, students generally do better. If they do not, they should be encouraged and taught to seek assistance from a parent/guardian or a school staff member.

6.4 Drop, Cover, and Hold On

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

Drop, Cover, Hold On Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will make the following announcement on the PA system. If the PA system is not available, the principal will use other means of communication, i.e., sending messengers to deliver instructions. The Incident Commander (principal) should be calm, convey reassuring comments that the situation is under control, and give clear directions. “Your attention please. We are having an earthquake. Drop, cover and hold on in a protected position under a table or desk, away from windows and anything that could fall and hurt you. Hold this position until the shaking stops or you are given further instructions.”
2. If inside, teachers will instruct students to drop under their desks and cover their heads with their arms and hold onto the desk legs.
3. If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
4. Teachers and students should move away from windows.
5. Students with disabilities that do not allow them to get under furniture for protection should move away from items in the room that are not secured. These students should go into a structural corner of the room (away from cabinets and shelves that can spill their contents; away from windows that can break and away from suspended items that could fall), lock the wheels on any wheelchairs and protect their head and neck with their hands.
6. The Incident Commander will follow drop, cover, and hold on with evacuation to the assembly area and notifications to the District and parents.
7. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action. Online training about earthquakes is available on MyPLN in courses STEPS 202 and 402.

6.5 Evacuate Building

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

Evacuate Building Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal) will use other means of communication, i.e., sending messengers to deliver instructions. The principal should be calm, convey reassuring comments that the situation is under control, and give clear directions. “Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll book to the assembly area and report to their designated

area. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have left."

2. The Incident Commander will activate the fire alarm system as a signal to evacuate.
3. Designated emergency team members/staff will take medications and related documents, as well as other medical supplies/equipment such as First Aid kit, AED, Epi-Pen and Sharps container.
4. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned Assembly Area.
5. Teachers will take student rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled in a safe location. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers must list missing students on the Missing Persons Report and submit to the Assembly Area team.
6. Once assembled, teachers and students will stay in place until further instructions are given.
7. The Incident Commander will make appropriate notifications to the District and parents.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

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

6.6 Lockdown

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering any occupied campus areas. During a lockdown, students are to always remain in locked classrooms or designated safe locations.

This action is to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the security of the school.

Lockdown Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal) will use other means of communication, i.e., sending messengers to deliver instructions. The principal should be calm, convey reassuring comments that the situation is under control, and give clear directions. "Your attention, please. We have an emergency and need to implement a lockdown. Teachers are to lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement. If outside, students and staff are to proceed inside to the nearest building or classroom."
2. If inside, teachers will instruct students to stay away from doors and windows, lock all doors, sit on the floor (in some instances), and close any shades or blinds if it appears safe to do so.

3. If outside, teachers will direct students to proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g. auditorium, library, cafeteria, and gymnasium). Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers are to take roll and to notify the office the number of students in the room with them and their names.
4. Teachers and students will remain in the classroom or secured area until further instructions are given by the principal or law enforcement.
5. All entrances to the school are to be locked and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on campus.
6. The Incident Commander will call the Los Angeles School Police Department Watch Commander's Office at (213) 625-6631. The Watch Commander will provide advice and support for the School Incident Commander by interfacing with municipal police and fire departments and sending an LASPD officer to the school.
7. The Incident Commander will make appropriate notifications to the District and parents.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action. Supplemental online lockdown training courses STEPS 203, 302, and 403 are offered through MyPLN.

Details are available in the LAUSD Lockdown and Rapid Relocation Procedures for All Schools Bulletin.

6.7 Notifications

Response actions should be accompanied by the following notifications:

- 911
- Los Angeles School Police Watch Commander's Office at (213) 625-6631
- Local District Operations and Community of Schools Administrator
- Blackboard Connect messages to parents and/or staff
- iSTAR incident report

6.8 Rapid Relocation (option ONLY for Active Shooter on Campus incidents)

More information is available in BUL-5469 Lockdown and Rapid Relocation Procedures for all Schools. Active shooter training for LAUSD schools is available from LASPD; contact them at (213) 625-6631 for inquiries and to schedule the training. If there is a threat of violence to campus or gunfire is heard in the area, implement lockdown procedures.

An Active Shooter on Campus involves one or more individuals on school grounds who is armed with a firearm and has already killed or wounded someone with the firearm AND at least one of the following applies:

- Continues to shoot others
- Actively seeks or attacks others
- Has access to additional victims

6. Functional Annexes

For suggested Options for Perimeter Gate Access during a Rapid Relocation, please access Attachment C in BUL-5469 Lockdown and Rapid Relocation Procedures for all Schools.

Rapid Relocation Procedures

1. When the decision to perform a Rapid Relocation has been made, the School Incident Commander will:
   - Encourage students and staff to quickly leave by any safe and available exit. If leaving campus, the established off-site relocation point is the preferred destination, only if the route is safe. Teachers/staff are to account for any students with a cognitive disability who may not have understood the directions.
   - Inform the LASPD Watch Commander at (213) 625-6631 of the decision to leave campus and the destination. Keep Watch Commander updated with information about any students and staff who do not arrive at the designated relocation point.
   - Calm students, create a perimeter to separate the school population from others who may be present, and re-establish Incident Command teams with available staff.
   - Refer to steps 6-10 below for additional Incident Commander actions.
2. In response to the school's notification, the LASPD Watch Commander will:
   - Research the nature of the event by contacting LAPD, LAFD, LASD, outside municipal law enforcement, LASPD Field Units or Transportation Dispatch. Some events may be easily explained to the School Incident Commander, others may be more complex.
   - Dispatch an officer to the relocation point to advise and support the School Incident Commander.
   - Dispatch a field officer to the municipal Incident Command Post to interface with the municipal Incident Commander and gather intelligence for the schools.
   - Inform the School Incident Commander of what is known about the incident and provide the name and arrival time of the LASPD officers dispatched to the school.
   - Compile names and locations of those unable to get to the relocation point, and dispatch officers to facilitate rejoining the rest of the school population.
   - Provide point of contact for other District resources who need to know the location of the command post and open routes to the relocation point.
3. LASPD officers dispatched to the scene will:
   - Establish a liaison with the municipal Incident Commander and/or the Command Post/Unified Command/Watch Commander and determine the threat to the school and its immediate community.
   - Provide guidance to the School Incident Commander about the ongoing threat level to students and staff.
   - Maintain a perimeter at the off-site relocation point between the school population and others.
   - Patrol the area near the school to find students and staff who may have become separated from the group. Officers will communicate to the Watch Commander the

names and locations of anyone found and assist in rejoining those separated with the rest of the school population.

4. The Local District Operations Coordinator will:
   Connect with the School Incident Commander in person, by phone or radio and provide resources from the LD that might include the following:
   - Dispatch the LD Crisis Team to the school relocation point.
   - Arrange for transportation assets and a second (receiving) school so the students can be moved to a safe location at another school.
   - Send out a Blackboard Connect message to parents from the LD office with additional information.
   - Meet with parents at a safe staging location, outside the secured relocation point perimeter, and keep the parents informed using bilingual support staff from the LD office.
   - Assist with reunification.
5. The Triage Team will work with first responders and local authorities to ensure injured students and staff receive medical attention.
6. The School Incident Commander will prepare a verified list of any wounded, and the locations to which they were transported. The Incident Commander will confer with the School Site Crisis Team to ensure notification of parents and family members of the wounded.
7. All media inquiries will be referred to the designated Public Information Officer.
8. The School Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
9. Once the incident has concluded and the campus has been determined to be safe, the School Incident Commander will initiate the All Clear action.
10. The School Incident Commander will debrief with staff and school police officers.

6.9 Relocation (Off-Site Evacuation)

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

Relocation Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal) will use other means i.e., sending messengers to deliver instructions. The principal should be calm, convey reassuring comments that the situation is under control and give clear directions. “Your attention, please. We need to institute an off-site relocation. Teachers are to take their students, roll book, emergency supplies, and report to their designated off-site relocation point. Students are to remain with their teacher. Teachers are to lock the classroom after all students have exited.”

2. The Incident Commander will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The two required off-site relocation areas are indicated on the Vicinity Map in the Integrated Safe School Plan. Teachers and students will stay together during the evacuation.
3. If the site will be evacuating by school bus, the Incident Commander will activate the Transportation Support position to assist with planning and carrying out the evacuation, including the evacuation of necessary supplies to support the school at the relocation site.
4. Teachers will take student rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled. Teachers are to account for any students with a cognitive disability who may not have understood the directions.
5. The Incident Commander will decide if it is more efficient to have classes systematically report first to a gathering point on campus, such as the auditorium, and evacuate everyone off the campus from that single location.
6. The Incident Commander will appoint a team of available staff to sweep the campus and check every room/location to ensure that the entire campus is evacuated. Attendance for students and staff must be taken.
7. Once assembled off-site, teachers will take attendance again and students will stay in place with their teacher until further instructions are given.
8. The Incident Commander will make appropriate notifications to the District and parents, including signage on gates indicating the relocation destination.
9. Once clearance is received from appropriate agencies, the Incident Commander may authorize students and staff to return to the campus, or initiate Request/Reunion procedures from the off-site location.
10. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

6.10 Shelter in Place

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

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

Shelter in Place Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal) will use other means of

communication, i.e., sending messengers to deliver instructions. The principal should be calm, convey reassuring comments that the situation is under control and give clear directions. “Your attention, please. We are implementing a Shelter in Place, due to an air quality issue. Students and staff are to remain inside the building away from outside air with windows and doors securely closed and heating and air conditioning units turned off. Please cover any cracks under exterior doors and around the windows with towels. Cover any vents to the outside. All students and staff that are outside are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you.”

2. If inside, teachers will keep students in the classroom until further instructions are given.
3. If outside, teachers will direct students to proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the closest classrooms or school buildings (e.g., auditorium, library, cafeteria, or gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers are to take roll and to notify the office of the number of students in the room with them and their names specifying who is missing.
4. Teachers are responsible for securing individual classrooms and the Security/Utilities Team will assist in completing the procedures as needed: shut down the classroom/building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil, plastic wrap, or laminated posters, if possible; and turn off any sources of ignition, such as pilot lights.
5. The Incident Commander will make appropriate notifications to the District and parents.
6. The Incident Commander will monitor news media for information about the incident.
7. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action. Online training about shelter in place is available on MyPLN in courses STEPS 204 and 404.

6.11 Student Reunification

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

Reunification Procedures

1. The Incident Commander or designee will direct the Request and Reunion Gate Teams to activate and report to their posts once the decision to initiate reunification procedures has been made.
2. The Request Gate Team will greet parents/guardians, check identification, check student emergency cards for authorization to pick up students, provide reunification paperwork to parents, and direct them to the Reunion Gate.

3. The Request Gate should generally remain locked during the reunification process to help control access. The Request Gate Team can pass clipboards to parents through the gaps in the gate fencing.
4. Message runners will notify the Assembly Area Team of the student(s) to be escorted to the Reunion Gate.
5. The Reunion Gate Team will check parent/guardian identifications, confirm student identification and keep accurate records of students leaving the campus.
6. Members of the School Site Crisis Team may be asked to assist the Reunion Gate Team. If a child is injured or otherwise unavailable, it is recommended that the parents be invited to a private or secluded location and, away from others, be informed of their child's condition. It is suggested that a member of the School Site Crisis team then stay with the parent and assist them.
7. The Reunion Gate should remain locked when student reunifications are not actively taking place.
8. Members of other school emergency teams may be asked to assist with crowd control, providing information, and calming parents at either gate once finished with their primary emergency assignment.

6.12 Suicide Risk and Self-Injurious Behavior

Procedures for Responding to Students who Exhibit Suicidal Ideation/Behavior

For support and consultation, contact Student Health and Human Services (SHHS), School Mental Health (SMH) Crisis Counseling and Intervention Services (CCIS) at (213) 241-3840 Monday-Friday (8:00 am-4:30 pm).

In case of an emergency, call 911. For law enforcement and/or after-hours response, contact the Los Angeles School Police Department (LASPD) at (213) 625-6631.

A. Respond Immediately
   1. Report concerns or incidents directly to the administrator/designee and/or STPL(s) immediately or as soon as practically possible. For example, do not wait until the end of the day or leave a note, send an e-mail, or leave a voicemail without ensuring that the message was received.
   2. Ensure that a staff member, not a student, accompanies the student sent to the office for an assessment.

B. Secure the Safety of the Student
   1. For immediate, emergency life-threatening situations, call 911.
   2. Supervise the student at all times. Ensure the physical environment the student is in is free of any items/objects that could potentially be harmful, such as scissors, letter openers, staplers, pushpins, and pencil sharpeners.
   3. If appropriate and consistent with District guidelines, conduct an administrative search of the student, backpack, and locker to ensure there is no access to means, such as razor blades or pills.

4. District employees should not transport students. Only LASPD, local law enforcement, or designated Department of Mental Health clinicians, including Psychiatric Mobile Response Team (PMRT) staff, are authorized to transport an individual for a psychiatric evaluation (5150/5585) if the current circumstances meet the criteria.
5. If the school receives information that a student may pose a danger to self and/or others, but the student is not in attendance, contact LASPD or local law enforcement to conduct a welfare check to determine the safety and well-being of the student, as well as others.

C. Assess for Suicide Risk

1. The administrator/designee, crisis team member, or designated STPL(s) should gather essential background information that will help with assessing the student's risk for suicide (e.g., what the student said or did, information that prompted concern or suspicion, copies of any concerning writings, drawings, text messages, social media, or previous iSTAR history).
2. The trained administrator/designee, crisis team member, or designated STPL should meet with the student to complete a risk assessment. Based on the information gathered and assessment of the student, the assessing party should collaborate with at least one other designated school site crisis team member to determine the level of risk. See Attachment B - Suicide Risk Assessment of BUL-2637 Suicide Prevention, Intervention and Postvention (Students).
3. Any consultations made by the assessing party should be in a confidential setting and not in the presence of the student of concern. Another designated staff member should supervise the student at all times.
4. If the level of risk is determined to be moderate, if safe to do so, communicate with parent/guardian and gather additional information relevant to the risk factors.
   Note: The initial level of risk may change as a result of the information gathered. If needed, consult with Local District Mental Health Team or SMH CCIS at (213) 241-3840 to determine next steps.
5. If the level of risk is determined to be high, contact LASPD (213) 625-6631 or PMRT (800) 854-7771 for an assessment and possible transport to a hospital for a mental health evaluation. Only one agency should be contacted for a response. Either agency is authorized to assess, determine if the current circumstances meet criteria for a hold, and transport an individual for a psychiatric evaluation (5150/5585), if needed.

The privacy of all students should be protected at ALL times. Disclose confidential information only on a right to know and need to know basis, and only the information necessary to protect the health and safety of the student/others.

D. Communicate with Parent/Guardian

The STPL or assessing party should contact the parent/guardian or consult the emergency card for an authorized third party. When communicating with parent/guardian:

1. Share concerns and provide recommendations for establishing safety in the home with "means restriction" (e.g., securing/removing firearms, medications, cleaning supplies, cutlery, and razor blades).

2. If the student has a custody arrangement, notify both parents/guardians unless the custody order indicates otherwise (e.g., stay away order, restraining order, limits on information provided).
3. If the student is transported to the hospital, communicate a plan for a re-entry meeting pursuant to Attachment K – Student Re-Entry Guidelines. Complete and provide parent/guardian Attachment I – Return to School Information for Parent/Guardian, which outlines steps to facilitate a positive transition back to school.
4. Provide school and/or local community mental health resources, including the nearest District Mental Health Clinic or Wellness Center. Students with private health insurance should be referred to their provider.
5. Facilitate contact with community agencies and follow-up to ensure access to services.
6. Provide a copy of Attachment G - Suicide Prevention Awareness for Parents/Caregivers and/or Attachment H – Self-Injury Awareness for Parents/Caregivers.
7. Obtain parent/guardian permission to communicate with outside mental health care providers regarding their child using Attachment J – Parent/Guardian Authorization for Release/Exchange of Information.
8. If necessary, obtain parent/guardian consent to search using the template in Attachment M - Parent/Guardian Consent to Search.

E. Determine Appropriate Action Plan

The assessing party should collaborate with at least one other designated school site crisis team member to determine appropriate action(s) based on the level of risk. Refer to Attachment B - Suicide Risk Assessment.

There are circumstances that might increase a student's suicide risk. Examples may include suspension, expulsion, relationship problems, significant loss, interpersonal conflict, or being identified as a student of a vulnerable population (see Section VI – Considerations for Supporting Vulnerable Student Populations). The action plan determined should be documented and managed by the school site administrator/designee. Actions may include:

1. Develop a safety plan. A safety plan is a prioritized list of coping strategies and resources that a student may use before, during, or after a suicidal crisis. See Attachments D1–D4 for recommendations and templates for developing a student safety plan.
   a. Throughout the safety planning process, a collaborative problem-solving approach should be used to assess and address any potential barriers the student may have with following through with the safety plan.
   b. Review the developed safety plan with the parent/guardian, specifically the trusted adults identified as gatekeepers for support at school and at home/community. Discuss suitability of these adults, review Attachment E – Adult Gatekeeper handout, and inform parent/guardian that identified adults may receive Attachment E handout, as appropriate.
   c. Provide and review Attachment E – Adult Gatekeeper handout with the identified trusted adults in school, as appropriate. Written parental consent is required to notify trusted adults identified on the student's safety plan from the home/community. Parents/guardians may consent by writing their initials on the

consent line at the end of the signature section of the safety plan (see Attachment D2 or D4, My Safety Plan).

d. If the student enrolls in a new school, the safety plan should be reviewed with the new school site crisis team to ensure continuity of care and appropriate updates/revisions, as needed.

2. Follow student re-entry guidelines. See Attachment K - Student Re-entry Guidelines for a checklist of action items to consider and Attachment L – Student Re-Entry/Safety Planning Meeting Sign-in Sheet to document participation in any meetings regarding the student.
   a. A student returning to school following a serious or prolonged illness, injury, surgery, or other hospitalization (including psychiatric and drug or alcohol inpatient treatment), should have written permission by a licensed California health care provider to attend school, including any recommendations regarding physical activity. See Attachment S – Suicide Risk Assessment FAQs.
   b. If the student is absent or out of school due to a mental health evaluation/hospitalization, the school site administrator/designee should hold a re-entry meeting with key support staff, parents/guardians, and student upon their return to facilitate a successful transition.
   c. As appropriate, consider an assessment for special education for a student whose behavioral and emotional needs affect their ability to benefit from their educational program (see BUL-5577 Counseling and Educationally Related Intensive Counseling Services [ERICS] for Students with Disabilities).
3. Mobilize a support system and provide resources. See Attachment R - Resource Guide.
   a. Connect student and family with social, school, and community supports.
   b. Refer the student to the nearest District Mental Health Clinic or Wellness Center, a community resource provider, or their health care provider for mental/physical health services.
4. Monitor and manage.
   a. The administrator/designee and/or STPL(s) should monitor and manage the case as it develops and until it has been determined that the student no longer poses an immediate threat to self.
   b. If deemed appropriate/necessary, request consent from parent/guardian to conduct a search of the student, as needed. See Attachment M – Parent/Guardian Consent to Search template.
   c. Maintain consistent communication with appropriate parties on a right to know and need to know basis.
   d. If the parent/guardian is not following the safety recommendations, a suspected child abuse report may be filed. See BUL-1347 *Child Abuse and Neglect Reporting Requirements*.

F. Important Considerations

The following are important to consider when intervening with youth who are exhibiting suicidal ideation/behavior:

1. When Certificated Staff Accompany a Student to the Hospital

If LASPD, PMRT or other local law enforcement determines that the student will be transported to an emergency hospital/medical facility, the school site administrator should designate a certificated staff member to accompany the student if:

a. The student requests the presence of a staff member;
b. The school is unable to make contact with the parent/guardian;
c. Parent/guardian is unavailable to meet the student at the hospital; or
d. The school site administrator deems this is appropriate based on considerations such as age, developmental level, or pertinent historical student information.

2. Providing Information for a Psychiatric Evaluation

If the student will be transported, the assessing party should complete Attachment C2 – Summary of Relevant Student Information, indicating summary of incident and pertinent historical information. A copy of this document should be provided to PMRT or law enforcement prior to transporting to a hospital emergency room. For information on how to complete Attachment C2, refer to Attachment C1 – Directions on How to Complete the Summary of Relevant Student Information.

G. Responding to Student Suicide Attempts

In case of a student suicide attempt, the health and safety of the student is paramount. The following are important steps to consider in these situations:

1. In-School Suicide Attempt

In case of an in-school suicide attempt:

a. Call 911, as appropriate.
b. Render first aid until professional medical treatment and/or transportation can be received.
c. Supervise the student to ensure their safety.
d. Inform the school site administrator/designee and/or STPL(s) immediately or as soon as practically possible.
e. Clear the area by relocating nearby students and staff, as soon as practically possible.
f. Inform the parent/guardian.
g. Engage the STPL(s) to ensure the appropriate action plan, safety plan, and re-entry guidelines are established to ensure the safety and well-being of the student and others who might have been exposed or triggered by the incident.

2. Out-of-School Suicide Attempt

In case of an out-of-school suicide attempt:

a. If the student contacts a staff member and expresses suicidal ideation, the staff member should attempt to maintain contact with the student (either in person, online, or on the phone). Inform the school site administrator/designee and/or STPL(s) immediately for support and guidance.
b. Call 911, LASPD at (213) 625-6631, or local law enforcement to initiate a welfare check, as appropriate.
c. Inform the parent/guardian.
d. Engage the STPL(s) to ensure the appropriate action plan, safety plan, and re-entry guidelines are established to ensure the safety and well-being of the student.

H. Document All Actions

1. The administrator/designee shall maintain records and documentation of actions taken at the school by completing an incident report and RARD in iSTAR. For information on completing iSTAR reports with the issue type *Suicidal Behavior*, see Attachment F1 – Recommendations for RARD Completion.
2. When documenting in iSTAR, include the 10-digit student identification number for the student in the *Persons Involved* tab. Any previous reports involving the student will be displayed in this tab, which may influence additional safety and action planning.
3. If the student is assessed by a member of the school site crisis response team who does not have reporting access to iSTAR, the school site crisis team member should complete Attachment F2 – Risk Assessment Referral Data (RARD) and submit it to the school site administrator within 24 hours or by the end of the next school day, for submission on iSTAR. The RARD should not be mailed.
4. Notes, documents, and records related to the incident are confidential information and remain privileged to authorized personnel. These notes should be kept in a confidential file separate and apart from the student's cumulative records.
5. If a student for whom a RARD has been completed transfers to a school within or outside the District, the transferring school may contact the receiving school to share information and concerns, as appropriate, to the extent necessary to ensure the health and safety of the student. To ensure a continuity of care within the District, a safety plan with the new school's crisis team should be developed, as appropriate.

Procedures for Responding to Students who Self-Injure

Self-injury is the deliberate act of harming one's own body, through means such as cutting or burning. Self-injury is an unhealthy way to cope with emotional pain, intense anger, or frustration. Although this behavior often lacks suicidal intent, it can increase the risk of suicide because of the emotional problems that trigger self-injury. Therefore, students who engage in self-injurious behaviors should be assessed for suicide risk.

For definitions, the protocol for responding to students who self-injure, as well as information about contagion and other considerations, see Attachment O – Intervention: Protocol for Responding to Students Who Self-Injure.

A. Signs and Symptoms of Self-Injury
   - Frequent or unexplained bruises, scars, cuts or burns.
   - Consistent, inappropriate use of clothing to conceal wounds (e.g., long sleeves or turtlenecks, especially in hot weather; bracelets to cover the wrists; not wanting to change for Physical Education).
   - Possession of sharp objects (e.g., razor blades, shards of glass, thumb tacks).
   - Evidence of self-injury in journals, drawings, social networking sites, etc.

B. Risk Factors of Self-Injury
   Although self-injury can affect individuals at any age, there are certain risk factors that may increase the chance of someone engaging in self-injurious behavior, including the following:
   - Age

Most people who self-injure are teenagers and young adults. Self-injury often starts in the early teen years, when emotions are more volatile, and teens face increasing peer pressure, loneliness, and conflicts with parents/guardians or other authority figures.

- Having friends who self-injure
  People who have friends who intentionally harm themselves are more likely to begin self-injuring, sometimes as a way to bond with their peers.
- Psychosocial factors
  Some people who injure themselves were neglected, abused, or experienced other traumatic events. They may have grown up and remain in an unstable family environment, or they may be young people questioning their personal identity or sexuality. Some people who self-injure are socially isolated.
- Mental health issues
  People who self-injure are more likely to be highly self-critical and be poor problem-solvers. In addition, self-injury is commonly associated with certain mental disorders, such as depression, anxiety disorders, post-traumatic stress disorder, and eating disorders.
- Alcohol or drug abuse
  People who harm themselves often do so while under the influence of alcohol or drugs.

C. Protocol for Responding Self-Injury Procedures

1. Respond immediately or as soon as practically possible.
2. Supervise the student at all times.
3. Seek medical attention, as needed.
4. Conduct an administrative search of student for access to means such as razor blades, shards of glass, other sharp instruments or medications.
5. Assess for suicide risk using the protocols outlined in BUL-2637 Suicide Prevention, Intervention and Postvention (Students).
6. Communicate with and involve the parent/guardian so the self-injurious behavior can be addressed as soon as possible. Provide handout Attachment H- Self-Injury Awareness for Parents/Caregivers. For handouts in additional languages, visit https://achieve.lausd.net/Page/12130#spn-content.
7. Encourage appropriate coping and problem-solving skills; do not shame the student about engaging in self-injury.
8. Listen calmly and with empathy; reacting in an angry, shocked, or shaming manner may increase self-injurious behaviors.
9. Develop a safety plan with the student. See Attachment D1-D4-My Safety Plan.
10. Notify identified adults in the safety plan and provide Attachment E – Adult Gatekeeper handout.
11. Provide resources. See Attachment R – Resource Guide.
12. Document all actions in the RARD on iSTAR; include student identification number in the Persons Involved tab of iSTAR.

D. Self-Injury and Contagion

Self-injurious behaviors may be imitated by other students and can spread across grade levels, peer groups and schools. The following are guidelines for addressing self-injurious behaviors among a group of students:

1. Respond immediately or as soon as practically possible.
2. Respond individually to students but try to identify peers and friends who may also be engaging in self-injurious behaviors.
3. As students are identified, they should be supervised in separate locations.
4. Each student should be assessed for suicide risk individually using the protocol outlined in BUL-2637 Suicide Prevention, Intervention and Postvention (Students).
5. If the self-injurious behavior involves a group of students, the assessment of each student individually will often identify a student whose behaviors have influenced the behaviors of others in the group. The self-injurious behavior may be indicative of complex mental health issues of this student.
6. Consider making a mental health referral for students exhibiting self-injurious behaviors.

E. Other Considerations for Response to Self-Injury and Contagion

The following are guidelines for how to respond as a school community when addressing self-injurious behaviors among a group of students:

1. Self-injury should be addressed with students individually and never in group settings, such as student assemblies, public announcements, school newspapers, or the classroom.
2. When self-injurious behaviors are impacting a larger school community, schools may respond by inviting parent(s)/guardian(s) to an informational parent meeting at the school. The meeting should be reserved for parents/guardians only. The administrator/designee may decide to invite all parents/guardians from the school community, as the meeting would provide psycho-education, awareness, and tools for addressing self-injurious behaviors in youth. Limiting the invitations may inadvertently leave other parents/guardians feeling uninformed or concerned about their child. Arrangements should be made to supervise students and children during the parent/guardian meeting. See Attachment N – Sample Letter to Parent/Guardian RE: Self-Injury.

Consult and work with the Office of Communications (213) 241-6766 for dissemination of information regarding a parent/guardian meeting or other media matters, as needed.

6.13 Threat to Others

For support and consultation, contact School Mental Health Crisis Counseling and Intervention Services at (213) 241-3840 Monday-Friday (8:00 a.m. - 4:30 p.m.). After hours, contact the Los Angeles School Police Department at (213) 625-6631**.**

6. Functional Annexes

This procedure applies if site personnel receive or have knowledge of a threat that may target an individual, a particular group or the entire school community. Such threats may be direct, indirect, verbal, non-verbal, written, or electronic, and may target an individual, a particular group on campus, the entire school, or the community. The school administrator should ensure that all threats are properly assessed, in accordance with the guidelines and protocols indicated in the District's BUL-5799 Threat Assessment and Management (Student-to-Student, Student-to-Adult) and BUL-5798 Workplace Violence, Bullying and Threats (Adult-to-Adult). Online training about threats is available on MyPLN in courses STEPS 208 and 408.

Protocol for Responding to Threats of School Violence

A threat assessment should be conducted when there is a direct, clear, and plausible threat of serious physical violence toward another person or District site. Additionally, a threat assessment could be conducted if the totality of the circumstances warrants an assessment. In general, to evaluate a threat, the team should have as many details about the person of concern, including baseline behavior, worrisome behaviors, threats made, and relevant past behaviors. For example, information gathered can include specific details about the thoughts and planning of a specific threat. A lack of specific details may indicate that little thought has gone into the threat and the threat maker is just venting frustration or trying to frighten people. A threat that contains specific details about targets, weapons, locations, and motivation is much more likely to be carried out. The more detail contained in a threat, the more thought that has gone into the planning.

The primary purpose of a threat assessment is to determine if a person of concern poses a risk of violence to the target(s) they have threatened. The following are general protocols and procedures for the administrator/designee to respond to any reports of school violence or threats in schools, at District and school-related activities, and in areas within the District's jurisdiction. For an abbreviated version of the protocol outlined below, see Supplemental Tool A1 – Protocol for Responding to Threats of School Violence.

There are four stages for the threat assessment and management process that an administrator/designee should follow:

- Stage I: Immediate Risk Reducing Interventions
- Stage II: Information Gathering
- Stage III: Multidisciplinary Threat Assessment Team Meeting
- Stage IV: Implementing Action Plan

Within each stage, the urgency of the situation may dictate the order in which the subsequent protocols are followed and necessary.

STAGE I: IMMEDIATE RISK REDUCING INTERVENTIONS

A. Secure Campus/Office Safety

1. For immediate, emergency life-threatening situations, call 911.

2. Call LASPD (213) 625-6631 or local law enforcement for assistance at the school site or school related activity. An initial interview by law enforcement is not a substitute for a multidisciplinary threat assessment team meeting.
3. Secure site and/or implement lockdown, if necessary.
4. If appropriate, notify relevant offices (e.g., LD, SMH, Student Discipline and Expulsion Support Unit) and parents/guardians, as soon as practically possible.

B. In Case of an Incident of School Violence

1. Call 911.
2. Render first aid until professional medical treatment and/or transportation can be received.
3. Supervise the student(s) to ensure their safety.
4. Inform the school site administrator/designee and/or STPL(s) immediately or as soon as practically possible.
5. Evacuate the area by relocating nearby students and staff, as soon as practically possible.
6. Notify appropriate offices (e.g., LD, SMH, Student Discipline and Expulsion Support Unit) and parents/guardians, as soon as practically possible.
7. Engage the School Site Crisis Team and STPL(s) to determine and implement the appropriate postvention response, action plan, safety plan, and reentry guidelines to ensure the safety and well-being of the student(s) and others who might have been affected by the incident.

STAGE II: INFORMATION GATHERING

An individual's behaviors and emotional state can be influenced by a number of factors, including triggers, attack related behaviors, relationship dynamics, protective factors, and risk factors. Therefore, to effectively evaluate a threat, the multidisciplinary threat assessment team should have as much past and present information about the person of concern, as well as details regarding the threat or incident.

A. Gather Relevant Information

Review all school records and other relevant information listed in Supplemental Tool B1 – Information Gathering Checklist. If documents or information are missing or unknown, an effort should be made to gain access to the information.

B. Interview Relevant Parties

Interview all relevant parties separately. The administrator/designee or designated STPL(s) should gather essential information from multiple sources, including one or more school staff members who have direct knowledge of the threat and/or relevant knowledge of the student.

The following supplemental tools may be utilized to interview all relevant parties:

- Supplemental Tool B2 – Student Interview
- Supplemental Tool B3 – Witness/Target Interview
- Supplemental Tool B4 – Teacher/Staff Interview/Questionnaire
- Supplemental Tool B5 – Parent/Guardian Interview

All interviews, information gathered, and consultations for support made by the assessing parties should be done in a confidential setting and not in the presence of any student(s). Another designated staff member should supervise involved student(s), as needed. In addition to the interviews mentioned above, written statements may be gathered, but are not required.

If an intended target is identified during any of the aforementioned interviews, if appropriate, make sure to warn the intended target(s) of the threat and/or take reasonable steps to protect the threatened individual(s) in the educational setting.

- If the targeted individual is a student, take appropriate steps to inform the parent/guardian.
- If the targeted individual is an adult, take appropriate steps to inform them of the threat.
- Consult with LD Operations and law enforcement, as needed.

C. Additional Considerations

The following are important to consider when intervening with youth who are exhibiting warning signs that they may be on a pathway towards violence:

1. **When Certificated Staff Accompany a Student to the Hospital**

If LASPD, PMRT or other local law enforcement determines that the student will be transported to an emergency hospital/medical facility, the school site administrator may designate a certificated staff member to accompany the student if:

a. The student requests the presence of a staff member;
b. The school is unable to make contact with the parent/guardian;
c. Parent/guardian is unavailable to meet the student at the hospital; or
d. The school site administrator deems this is appropriate based on considerations such as age, developmental level, or pertinent historical student information.

2. **Providing Information for a Psychiatric Evaluation**

If the student will be transported, the assessing party should complete Supplemental Tool C2 – Summary of Relevant Student Information, indicating summary of incident and pertinent historical information. A copy of this document should be provided to PMRT or law enforcement prior to transporting to a hospital emergency room. For guidelines on how to complete Supplemental Tool C2, refer to Supplemental Tool C1-How to Complete the Summary of Relevant Student Information.

The privacy of all students should be protected at all times. Disclose confidential information only on a need to know basis, and only disclose the information necessary to protect the health and safety of the student/others.

STAGE III: MULTIDISCIPLINARY THREAT ASSESSMENT TEAM MEETING

A. Identify Multidisciplinary Threat Assessment Team Members

6. Functional Annexes

An effective threat assessment team ensures communication among all stakeholders. It is important to include individuals that have information and knowledge of the incident/case being reviewed. A multidisciplinary threat assessment team may include, but is not limited to:

- Administrator/Designee
- STPL
- L.A. Unified mental health professional (e.g., PSW, PSA, School Psychologist)
- LD Operations Coordinator

Some optional members might also include:

- LASPD Officer
- Teacher(s)
- Nurse
- After-school staff
- SHHS staff
- Special Education staff (e.g., Least Restrictive Environment Specialist, Behavior Support)
- Office of General Counsel
- Community agency (e.g., Department of Children and Family Services, mental health, private therapist)

The person of concern, the targeted individual(s), and/or parent/guardian are not part of the multidisciplinary threat assessment team meeting.

B. Multidisciplinary Threat Assessment Team Meeting

1. Prepare for the Meeting
   a. Compile information gathered from the checklist and interviews (included in Supplemental Tools B1-B5) for the team to review the history and current status of the person of concern.
   b. Make copies of Supplemental Tool D1 – School Violence Threat Assessment Checklist to share with each participant.
   c. Allow sufficient time (e.g., 2 hours) to review the case and develop an action plan as a team.
2. Convene the Meeting
   a. Sign In – Use sign-in sheet template Supplemental Tool D4 –Multidisciplinary Threat Assessment Team Meeting Sign-in Sheet.
   b. Introductions – Indicate name, position, department, and relation to the person of concern.
   c. Identify Action Plan Note Taker - Use notes template Supplemental Tool D2 – Multidisciplinary Threat Assessment Team Meeting Action Plan.
   d. Review Incident – Provide a summary of the incident that initiated the TAM process.
   e. Review History and Information Gathered – Review all information gathered, including interviews and relevant history/past behavior of the person of concern.
   f. Determine Level of Risk - Based on all information obtained, review Supplemental Tool B6 – Threat/Risk Assessment Levels, Indicators, and Action Plan Options to determine the level of risk as a team (information also in Supplemental Tool D1).
      - No Known Current Risk - indicates that there is no evidence of homicidal/suicidal ideation at this time.
      - Low Risk – indicates the person of concern is at little risk for school violence.

- Moderate Risk – indicates the person of concern is at an elevated risk for school violence.
- High Risk – indicates the person of concern is at high or imminent risk for violence, and immediate intervention is required to prevent an act of school violence from occurring.

g. Action Plan – Using Supplemental Tool D2 – Multidisciplinary Threat Assessment Team Meeting Action Plan identify past action(s) taken, immediate action(s), and long-term action(s), including responsible parties for each action step identified.
- The action plan should be consistent with the level of risk determined by the team.
- The action plan should be managed by the school site administrator/designee.
- Any action items listed should be completed within the identified timeline(s).
- It is important to note that all levels of risk, including No Known Current Risk, has recommended action steps.
- See Supplemental Tool B6 – Threat/Risk Assessment Levels, Indicators and Action Plan Options for appropriate actions and considerations by risk level.

C. Additional Considerations

1. Disciplinary Action
Contact Student Discipline and Expulsion Support Unit to discuss procedures for discipline and/or intervention.

2. Suspected Child Abuse or Neglect
Report the incident to the appropriate child protective services agency, following BUL-1347 Child Abuse and Neglect Reporting Requirements if child abuse or neglect by a parent/guardian is suspected. For example:
- contacting the parent/guardian regarding the suicidal/homicidal ideation/behavior may escalate the student's current level of risk
- the parent/guardian is contacted and unwilling to respond
- the parent/guardian refuses treatment for the student of concern
- the parent/guardian is unable to safeguard the student
- the student has access to weapons
- when additional minors are in the home and therefore may be at risk The report should include information about any concerning homicidal/suicidal ideations or behaviors exhibited by the student. The reporting party should follow directives provided by the child protective services agency personnel.

3. Duty to Warn
Per Tarasoff v. The Regents of the University of California mental health professionals have a "duty to protect" as well as a "duty to warn" a potential victim of serious threat of physical violence and to notify the police (California Civil Code §43.92).

4. Criminal Threat (as determined by LASPD or local law enforcement)
The target may call LASPD or local law enforcement to file a criminal complaint.

STAGE IV: IMPLEMENTING ACTION PLAN

In general and when appropriate, meet with parents/guardians, as well as all involved students to discuss actions taken, action plan items, safety plan for student(s), and reentry. Meetings should be conducted separately for each involved party and their parent/guardian (see

Supplemental Tool E – Safety Planning and Reentry). Consider the following options when developing a student safety plan and conducting a reentry meeting:

A. Student Safety Planning
   1. Throughout the safety planning process, a collaborative problem-solving approach should be used to assess and address any potential barriers the student may have with following through with the safety plan.
   2. Review the developed safety plan with the parent/guardian, specifically the trusted adults identified as gatekeepers for support at school and at home/community. Discuss suitability of these adults, review Supplemental Tool F3 – Adult Gatekeeper for School Safety handout, and inform parent/guardian that identified adults may receive Supplemental Tool F3 handout, as appropriate.
   3. Provide and review Supplemental Tool F3 – Adult Gatekeeper for School Safety handout with the identified trusted adults in school, as appropriate. Written parental consent is required to notify trusted adults identified from the home/community on the student's safety plan. Parents/guardians may consent by writing their initials on the consent line at the end of the signature section of the safety plan (see Supplemental Tool E2 or E4, Student Safety Plan).

B. Student Reentry Meeting
   1. If the student has been out of school for any length of time, including mental health hospitalization, the school site administrator/designee may consider holding a reentry meeting with key support staff, parents, and student to facilitate a successful transition. See Supplemental Tool E6 - Student Reentry Guidelines for a checklist of action items to consider.
   2. It is strongly encouraged that written permission by the health care provider be obtained for a student following hospitalization, including psychiatric and drug or alcohol inpatient treatment, prior to returning to school.
   3. If the person of concern and/or target transfers or matriculates to another school and an immediate threat to self or others remains, follow the guidelines in BUL-3927 Mandated Reporting of Certain Student Behavior.

C. Provide Resources
   1. Provide parents/guardians, staff, and witnesses the appropriate handouts (see Supplemental Tools F1-F4).
   2. Provide Supplemental Tool F5 – Resource Guide to parents/guardians and staff, as needed.

D. Document Actions
   1. Notes, Documents, and Records
      a. The administrator/designee action plan notes taken during the threat assessment meeting are for use by L.A. Unified attorneys unless stated otherwise in this bulletin. No copies of the action plan notes shall be furnished to anyone including employees, students, or parents without permission from the Office of General Counsel. Supplemental Tool D2 – Multidisciplinary Threat Assessment Team Meeting Action Plan should be used to document the action plan during a threat assessment meeting.

b. Notes, documents and records related to the incident are considered confidential information. These notes should be kept in a confidential file separate and apart from the student's cumulative records.

2. Documenting on iSTAR
   a. The administrator/designee shall maintain records and documentation of actions taken at the school by completing an incident report and RARD in iSTAR. For information on completing iSTAR reports with the issue type Threat and Suicidal Risk, see Supplemental Tool G1 – Completing the RARD on iSTAR.
   b. Do not upload Supplemental Tool D1 – School Violence Threat Assessment Checklist and Supplemental Tool D2 –Multidisciplinary Threat Assessment Team Meeting Action Plan or any other follow-up meeting notes in iSTAR.
   c. When documenting in iSTAR, include the 10-digit student identification number for the student in the Persons Involved tab. Any previous reports involving the student will be displayed in this tab, which may influence additional safety and action planning.

If the student is assessed by a member of the school site crisis response team who does not have reporting access to iSTAR, the school site crisis team member should complete Supplemental Tool G2 – RARD and submit it to the school site administrator within 24 hours or by the end of the next school day, for submission on iSTAR. The RARD should not be mailed.

7. Threat and Hazard-Specific Annexes

The threat and hazard-specific annexes describe the courses of action unique to particular threats and hazards. Courses of action already outlined in the functional annex need not be repeated in a threat or hazard-specific annex. These annexes were developed at the District level, based on risk analyses.

7.1 Active Shooter/Gunfire

More information is available in BUL-5469 Lockdown and Rapid Relocation Procedures for all Schools. Active shooter training for LAUSD schools is available from LASPD; contact them at (213) 625-6631 for inquiries and to schedule the training. If there is a threat of violence to campus or gunfire is heard in the area, implement lockdown procedures.

An Active Shooter on Campus involves one or more individuals on school grounds who is armed with a firearm and has already killed or wounded someone with the firearm AND at least one of the following applies:

- Continues to shoot others
- Actively seeks or attacks others
- Has access to additional victims

7.1.1 Active Shooter Procedures

1. Upon first indication of an active shooter, personnel should immediately notify the principal or designee, who becomes the Incident Commander.
2. The School Incident Commander (principal/designee) will initiate a lockdown, the recommended appropriate emergency function.
3. The School Incident Commander will call 911 and School Police at (213) 625-6631 and provide the exact location and nature of the incident. The School Incident Commander should designate a person to remain on the phone line with police if safe to do so. If there is an assigned officer on campus, they shall be notified.
4. The School Incident Commander activates the Incident Command (ICS) Team.

The Planning and Intelligence Team Leader will:

- Notify the LD Administrator of Operations and/or Operations Coordinator and request assistance.
- Prepare a message for parents to be sent on Blackboard Connect.
- Prepare to communicate with classrooms using school phones, email, cell phones, or radios. Establish a means of keeping all classrooms informed.

The Operations Team Leader will:

- Ensure that perimeter gates are secured and that all students, staff and visitors are safely secured behind locked doors.
- Begin the process of accounting for all students and staff.
- Staff should take steps to calm and control students with regular PA announcements and if safe to do so, attempt to maintain separation between students and the perpetrator.
- If there is an active shooter on campus as defined above and students are in imminent danger, the Incident Commander may initiate Rapid Relocation if that does not place students in the path of the gunman. This action may apply to the entire campus, or just an affected portion.

7.1.2 Rapid Relocation Procedures

1. The School Incident Commander will:
    - Encourage students and staff to quickly leave by any safe and available exit. If leaving campus, the established off-site relocation point is the preferred destination, if the route is safe.
    - Inform the LASPD Watch Commander at (213) 625-6631 of the decision to leave campus and the destination. Keep Watch Commander updated with information about any students and staff who do not arrive at the designated relocation point.
    - Calm students, create a perimeter to separate the school population from others who may be present, and re-establish Incident Command teams with available staff.
    - Refer to steps 6-10 below for additional Incident Commander actions.
2. In response to the school's notification, the LASPD Watch Commander will:
    - Research the nature of the event by contacting LAPD, LAFD, LASD, outside municipal law enforcement, LASPD Field Units and/or Transportation Dispatch. Some events may be easily explained to the School Incident Commander, others may be more complex.
    - Dispatch an officer to the relocation point to advise and support the School Incident Commander.
    - Dispatch a field officer to the municipal Incident Command Post to interface with the municipal Incident Commander and gather intelligence for the schools.
    - Inform the School Incident Commander of what is known about the incident and provide the name and arrival time of the LASPD officers dispatched to the school.
    - Compile names and locations of those unable to get to the relocation point, and dispatch officers to facilitate rejoining the rest of the school population.
    - Provide point of contact for other District resources who need to know the location of the command post and open routes to the relocation point.
3. LASPD officers dispatched to the scene will:
    - Establish a liaison with the municipal Incident Commander and/or the Command Post/Unified Command/Watch Commander and determine the threat to the school and its immediate community.

- Provide guidance to the School Incident Commander about the ongoing threat level to students and staff.
- Maintain a perimeter at the off-site relocation point between the school population and others.
- Patrol the area near the school to find students and staff who may have become separated from the group. Officers will communicate to the Watch Commander the names and locations of anyone found and assist in rejoining those separated with the rest of the school population.

4. The Local District Operations Coordinator will:
   - Connect with the School Incident Commander in person, by phone or radio and provide resources from the LD that might include the following:
     - Dispatch the LD Crisis Team to the school relocation point.
     - Arrange for transportation assets and a second (receiving) school so the students can be moved to a safe location at another school.
     - Send out a Blackboard Connect message to parents from the LD office with additional information.
     - Meet with parents at a safe staging location, outside the secured relocation point perimeter, and keep the parents informed using bilingual support staff from the LD office.
     - Assist with reunification.
5. The Triage Team will work with first responders and local authorities to ensure injured students and staff receive medical attention.
6. The School Incident Commander will prepare a verified list of any wounded, and the locations to which they were transported. The Incident Commander will confer with the School Site Crisis Team to ensure notification of parents and family members of the wounded.
7. All media inquiries will be referred to the designated Public Information Officer.
8. The School Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
9. Once the incident has concluded and the campus has been determined to be safe, the School Incident Commander will initiate the All Clear action.
10. The School Incident Commander will debrief with staff and school police officers.

7.2 Aircraft/Vehicle Crash

This procedure addresses an aircraft or motor vehicle crash on or near school property. If a crash results in a fuel or chemical spill on school property, refer to Utility Failure (in this section) as needed.

Aircraft/Vehicle Crash Procedures

1. The principal or designee acts as the Incident Commander, activates the Incident Command Team, and initiates appropriate emergency functions, which may include Drop, Cover and Hold On, Shelter in Place, Evacuate Building or Relocation.
2. If the Incident Commander issues the evacuate building action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
4. The Incident Commander will call 911 and School Police at (213) 625-6631 and provide the exact location (e.g., building or area) and nature of emergency.
5. If on school property, the Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property, refer to Utility Failure (in this section).
6. If needed, the Fire Suppression/HazMat Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the Fire Department arrives.
7. The Triage Team will check for injuries and provide appropriate medical assistance.
8. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident. An LD representative will call the Office of Communications with information on this situation as appropriate.
9. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander issues authorization to reopen.
10. The School Site Crisis Team will convene onsite and begin the process of counseling and recovery as appropriate.
11. If it is unsafe to remain on campus, the Incident Commander will initiate an off-site relocation.
12. The Incident Commander will notify and update parents via Blackboard Connect.
13. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
14. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.3 Animal Disturbance

This procedure should be implemented when a dog, coyote, mountain lion, or other wild animal threatens the safety of students and staff.

Animal Disturbance Procedures

1. The principal or designee becomes the Incident Commander, activates the Incident Command Team, and initiates appropriate emergency functions, which may include Lockdown or Evacuate Building.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. Closing doors or locking gates is one means to isolate the animal.
3. If additional outside assistance is needed, the Incident Commander will call 911, School Police (213) 625-6631, Animal Control (888) 452-7381, and/or the Department of Fish and Game (888) 334-2258 and provide the location of the animal and nature of emergency.
4. If a student or staff member is injured, the school nurse or Triage Team will provide treatment and notify parents of the injured.
5. The Incident Commander will initiate an off-site relocation only if conditions are persistently dangerous at the school.
6. The Incident Commander will notify and update parents via Blackboard Connect if necessary.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.4 Biochemical/Hazardous Materials

A biological or chemical release involves the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Common releases within or adjacent to schools include the discharge of chemicals in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance:

- Multiple victims suffering from watery eyes
- Twitching
- Choking
- Loss of coordination
- Trouble breathing
- Other indicators may include the presence of distressed animals or dead birds.

There are three sub-categories involving the release of biochemical substances. Determine which category applies and then implement the appropriate response procedures listed below.

7.4.1 Substance Released Inside a Room or Building Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team and will initiate the Evacuate Building action. Staff will use designated routes or alternate safe routes to the Assembly Area, located upwind of the affected room or building. Students and staff from rooms exposed to contaminants need to be isolated from the rest of the school population.
2. The Incident Commander will call 911, School Police at (213) 625-6631, and the Office of Environmental Health and Safety (OEHS) at (213) 241-3199 and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
4. The Incident Commander will instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
6. The Incident Commander will notify and update parents via Blackboard Connect.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
8. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain (in plastic bags) outer layer of clothing because it may be contaminated. You may use extra clothing or other items that you have on hand, such as, P.E. clothing, extra uniforms, and trash bags, to allow students to cover up. Do not use bleach or other disinfectants on potentially exposed skin. Students and staff whose skin touched the contaminant should be isolated from the rest of the school population. The Triage Team should evaluate and monitor exposed individuals.
9. The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The team will provide the list to the Incident Commander and emergency responders.
10. The Incident Commander will complete the Biological and Chemical Release Response Checklist.
11. The School Site Crisis Team will convene on-site and begin the process of counseling and recovery.
12. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.4.2 Substance Released Outdoors and Localized Procedures

1. The principal or designee becomes the Incident Commander, activates the ICS Team and will immediately direct staff to remove students from the affected areas to an area

upwind from the release. The Incident Commander will, as necessary, initiate the Shelter in Place or Evacuate Building action.
2. The Security/Utilities Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
3. The Incident Commander will call 911, School Police at (213) 625-6631, and the Office of Environmental Health and Safety (OEHS) at (213) 241-3199 and will provide the exact location and nature of emergency.
4. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
6. The Incident Commander will notify and update parents via Blackboard Connect.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
8. Persons who had direct contact with hazardous substances should wash affected areas with soap and water. Immediately remove and contain (in plastic bags) outer layer of clothing because it may be contaminated. You may use extra clothing or other items that you have on hand, such as, P.E. clothing, extra uniforms and trash bags, to allow students to cover up. Do not use bleach or other disinfectants on potentially exposed skin. Students and staff whose skin touched the contaminant should be isolated from the rest of the school population. The Triage Team should evacuate and monitor exposed individuals.
9. The Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The team will provide the list to the Incident Commander and emergency responders.
10. The Incident Commander will complete the Biological and Chemical Release Response Checklist.
11. The School Site Crisis Team will convene on-site and begin the process of counseling and recovery.
12. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Online training about Shelter in Place is available on MyPLN in STEPS courses 204 and 404.

7.4.3 Substance Released in Surrounding Community Procedures

1. The principal or designee becomes the Incident Commander, activates the ICS team, and if they or local authorities determine that a potentially toxic airborne substance has been released, the Incident Commander will initiate a Shelter in Place.
2. Follow all Shelter in Place procedures.
3. The Incident Commander will complete the Biological and Chemical Release Response Checklist.

4. The Incident Commander will monitor local news for information about the incident.
5. The school will remain in Shelter in Place until the Los Angeles County HazMat or appropriate agency provides clearance, or staff is otherwise notified by the Incident Commander.
6. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Online training about Shelter in Place is available on MyPLN in STEPS courses 204 and 404.

7.5 Bomb Threat/Suspicious Package

Response to a bomb threat is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may present a risk of an explosion. Information is available in the BUL-6460 Explosive Device Threats and Suspicious Devices.

7.5.1 Bomb Threat by Telephone Procedures

1. The call taker should attempt to keep the caller on the telephone as long as possible and alert someone else to call 911. The staff member calling 911 informs the operator of:
    - Nature of threat on phone line
    - Name of school
    - Phone number of line receiving threat
    - Name and contact information of staff member
2. The person answering the threat call should immediately inform the principal, and then use the Bomb Threat Form to gather and record information about the call.

Bomb Threat Form Questions include:

- Where is the bomb (building, location)?
- When is it going to explode?
- What kind of bomb is it? What does it look like?
- Who set the bomb? Why was the bomb set?
- What can we do for you to keep the bomb from exploding?
- What is your name?
- How old are you?
- Where do you live?
- How can you be contacted?

In addition to the above questions, evaluate the caller's voice and background noise for characteristics such as:

- Caller Characteristics:
    - Gender
    - Age
    - Accent
    - Slurred/impaired speech
    - Recorded/disguised voice
    - Familiarity
    - Irrational/incoherent

- Background Noise:
  - Office
  - Outdoors
  - Traffic
  - Other

3. The principal or designee becomes the Incident Commander, activates the school ICS team, and calls School Police at (213) 625-6631 who will advise the school. In most cases, School Police will direct the school to wait for officers to arrive and conduct an investigation. The Incident Commander, in consultation with School Police, will determine the appropriate emergency functions, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building or Relocation.
4. If the school discovers unusual or suspicious packages, boxes or foreign objects, all cell phones and hand-held radios of searchers should be turned off, as many explosive devices can be triggered by radio frequencies. If a suspicious object is found, report the discovery to the Incident Commander while the remaining team members attempt to secure the immediate area without touching or disturbing the object.
5. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
6. No attempt should be made to investigate or examine a discovered suspicious object.
7. The Incident Commander will notify and update parents via Blackboard Connect.
8. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
9. After the search, the Incident Commander will consult with law enforcement to determine any alteration to the appropriate emergency function, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.
10. When a suspicious object or bomb is found, or if advised by Law Enforcement, the Incident Commander shall issue the Evacuate Building action. Staff and students will evacuate the building using safe routes to the Assembly Area.
11. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
12. The School Site Crisis Team will convene on-site and begin the process of counseling and recovery.
13. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.
14. The Incident Commander may initiate an off-site relocation if warranted by changes in conditions.
15. After the incident is over, the Incident Commander will complete the Bomb Threat Report.

7.5.2 Suspicious Package Procedures

1. If a suspicious package or other object is found on or adjacent to campus, the principal should be immediately alerted.
2. The principal or designee becomes the Incident Commander, activates the school ICS team, and will direct volunteer members of the Security/Utilities Team to attempt to secure the immediate area without touching or disturbing the object. All cell phones and hand-held radios in the vicinity of the suspicious package should be turned off, as many explosive devices can be triggered by radio frequencies.
3. The Incident Commander will call 911 and School Police at (213) 625-6631 and provide the exact location (e.g., building, room, area) and description of the suspicious package.
4. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
5. No attempt should be made to investigate or examine the object.
6. The Incident Commander will notify and update parents via Blackboard Connect.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
8. The Incident Commander will consult with Law Enforcement and determine the appropriate emergency function, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building or Relocation.
9. If Evacuate Building is initiated, staff and students will evacuate buildings using the safest routes to the Assembly Area. Routes may be different than usual evacuation routes.
10. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
11. The School Site Crisis Team will convene and begin the process of counseling and recovery.
12. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.
13. The Incident Commander may initiate an off-site relocation if warranted by changes in conditions.
14. After the incident is over, the Incident Commander will complete the Bomb Threat Report.

7.6 Bus Disaster

These procedures are for use by bus drivers and school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a school bus field trip or being transported to or from school. If there are no students on the bus, drivers should report to Bus Dispatch by radio or 1-800-LABUSES or the nearest school.

7.6.1 Bus Earthquake Procedures

1. The driver will initiate the Drop, Cover, Hold On action for all persons on the bus.
2. The driver will stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
3. The driver will check for injuries and provide first aid as appropriate.
4. The driver will contact Bus Operation Dispatch to report location and condition of students and the bus. Bus Operation Dispatch will contact and update the school principal and bus supervisors.
5. If it is safe, the driver will proceed to the nearest LAUSD school for possible shelter, upon arriving at the school, the driver is to notify the school principal and remain with the children until further instructions are received from the principal or designee.
6. The principal or designee will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
7. The principal or designee will notify and update parents via Blackboard Connect.
8. If instructed by the Bus Operations Dispatch or designee to continue the route, the driver will:
    - If en-route to school, continue to pick up students.
    - If dropping students off, continue to do so, provided there is a responsible adult at the bus stop to receive students in Pre-K through second grade and a designated adult for students with an IEP.
9. In all instances, the driver should not attempt to cross bridges, overpasses, or tunnels that may have been damaged.
10. The driver will account for all students and staff throughout the emergency.

7.6.2 Bus Flood/Flash Flood Procedures

1. The driver will NOT drive through flooded streets and/or roads.
2. The driver will take an alternate route or wait for public safety personnel to determine safety.
3. If the bus is disabled, the driver will stay in place until help arrives.
4. The driver will contact and update Bus Dispatch to report location and condition of students and the bus. Bus Operations Dispatch will update the school principal or designee and bus supervisor.
5. The principal or designee will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
6. The principal or designee will notify and update parents via Blackboard Connect.
7. In all instances, the driver will not attempt to cross damaged bridges or overpasses.
8. The driver will account for all students and staff throughout the emergency.

7.6.3 Serious Bus Crash or Bus Fire Procedures

1. The driver will park the bus in a safe location as directed by law enforcement or transportation supervisor.
2. The driver will set the emergency brake and turn off the ignition.

3. The driver will initiate the Evacuation action for all persons on the bus in the event of a fire. Drivers should keep in mind:
   a. Bus fires can be controlled by using the fire extinguishers.
   b. Most modern buses have an integrated fire suppression system to put out engine fires and can be activated by a push of a button or automatically triggered by a fire.
4. When an accident occurs, the driver will check for injuries and provide appropriate first aid as deemed necessary prior to the arrival of emergency responders.
5. The driver will immediately notify School Bus Operations Dispatch if an accident has occurred. Injuries will be reported at that time as well as the exact location of the bus.
6. Upon notification of an accident with students on board a bus, School Bus Operations Dispatch will notify the California Highway Patrol (CHP) for assistance.
7. The driver will contact Bus Operations Dispatch to report any updates at the location and condition of the students. School Bus Operations Dispatch will then provide the necessary updates to District personnel.
8. The principal or designee will notify the LD Administrator of Operations and/or the Operations Coordinator of the incident.
9. The principal or designee will notify and update parents via Blackboard Connect.
10. The driver will stay with the disabled bus until help arrives.
11. The driver will account for all students and staff throughout the emergency.
12. The Bus Supervisor or other authorized user will open an iSTAR report on the incident.

7.7 Demonstration/Walkout

A Demonstration/Walkout is any assemblage on or off campus by staff or students for the purpose of protest or demonstration. A demonstration or walkout that occurs without appropriate approvals is considered unauthorized and may be unlawful. Students are sometimes encouraged by protesters (in person or via social media) to participate in a demonstration as it passes by a school. Information is available in BUL-6320 Procedures for Handling Disturbances or Demonstrations On or Adjacent to School Sites.

Demonstration/Walkout Procedures:

1. Upon indication that a demonstration or walkout is about to begin, personnel should immediately notify the school administrator.
2. The principal or designee becomes the Incident Commander, activates the school ICS Team, and initiates the appropriate emergency function, which may include a modified Lockdown.
3. The Incident Commander will notify School Police at (213) 625-6631 to request assistance and will provide the exact location and nature of emergency.
4. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
5. The Security/Utilities Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered

or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.

6. If students attempt to leave the campus, inform students in the presence of adult witnesses that they should attend classes. Notify individual students that they risk consequences if they remain on campus but do not attend classes or if they attempt to leave campus. Remind students that if they persist in unlawful activities following ample warning and notice of suspension, they may be subject to disciplinary action. Note: No physical effort shall be made to prevent students from leaving the campus.
7. Students not participating in the demonstration/walkout should remain in their classrooms until notified otherwise by the Incident Commander. Teachers will close and lock classroom doors to protect students from a demonstration that becomes unruly. Students and staff should be protected from broken window glass by closing available window coverings.
8. The Planning and Intelligence Team's Documentation Unit should keep accurate record of events, conversations, and actions.
9. All media inquiries will be referred to the school's designated Public Information Officer, who will also monitor local news outlets and initiate further actions as appropriate.
10. The Incident Commander will notify and update parents via Blackboard Connect.
11. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
12. The Incident Commander should proceed using good judgement based on law enforcement or other legal input, in taking action to control and resolve the situation.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.8 Disorderly Conduct

Disorderly Conduct may involve a student, staff member, or visitor exhibiting threatening or irrational behavior. If the individual is armed, refer to sections on Lockdown or Active Shooter on Campus as appropriate. Information is available in the BUL-5798 Workplace Violence, Bullying and Threats (Adult-to-Adult) and BUL-5799 Threat Assessment and Management (Student-to-Student, Student-to-Adult, Student-to-School). Online training about threats is available on MyPLN in courses STEPS 208 and 408.

Disorderly Conduct Procedures

1. Upon witnessing disorderly conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so. Witnesses should provide written statements for follow-up by the school administrator and/or School Police.
2. Staff will immediately notify the principal or designee.
3. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate emergency functions, which may include Lockdown, Evacuate Building, or Off-site Relocation.

4. The Incident Commander will call School Police at (213) 625-6631 and provide the exact location and nature of the incident. If determined to be appropriate, the Incident Commander will call 911.
5. If an immediate threat is not clearly evident, the Incident Commander or other staff member may attempt to diffuse the situation. Approach the individual in a calm, non-confrontational manner and request they leave the campus. Avoid any hostile situations.
6. If the individual is a student, every attempt should be made to notify the family (family members may provide useful information on handling the situation).
7. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
8. The Incident Commander will notify and update parents via Blackboard Connect, as necessary.
9. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
10. The Incident Commander and team will determine if activating the threat assessment/management team is warranted.
11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.9 Earthquake

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation. The below procedures should be implemented in response to all earthquakes, regardless of magnitude.

Online training about earthquakes is available on MyPLN in courses STEPS 202 and 402. Other resources are available through the Emergency Services and STEPS websites.

7.9.1 Earthquake during School Hours Procedures

Note: Keep calm and remain where you are during the shaking. Assess the situation and then act. Remember, most injuries or deaths are caused by flying/falling debris.

1. Upon the first indication of an earthquake, teachers should direct students to Drop, Cover and Hold On.
2. Move away from windows and overhead hazards to avoid glass and falling objects.
3. Students with disabilities that do not allow them to get under furniture for protection should move away from items in the room that are not secured. These students should go into a structural corner of the room (away from cabinets and shelves that can spill their contents; away from windows that can break and away from suspended items that could fall), lock the wheels on any wheelchairs and protect their head and neck with their hands.
4. When the shaking stops, the principal or designee becomes the Incident Commander, activates the school ICS Team, and initiates the Evacuate Building action. Staff and

students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.

5. In the event of an evacuation, teachers will bring their student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students or any student that was left behind.
6. The Incident Commander will direct the Security/Utilities Team to post guards a safe distance away from building entrances to prevent access.
7. The Security/Utilities Team will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires.
8. The Triage Team will set up the triage station(s), check for injuries and provide appropriate medical assistance.
9. The Incident Commander will direct the Planning and Intelligence Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
10. If the area appears safe, the Search and Rescue Team will make an initial inspection of school buildings to identify any injured or trapped students or staff.
11. The Incident Commander will contact the LD Administrator of Operations and/or Operations Coordinator to determine additional actions that may be necessary. If the School Emergency Status Report is activated, school conditions may be reported through this. LD personnel will communicate conditions to the District's Emergency Operations Center.
12. The Planning and Intelligence Team will fill out a School/Site Preliminary Damage Report and transmit it to the School Police and LD Administrator of Operations.
13. The Incident Commander will contact the Area Facilities Director to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression and HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
14. Any damaged areas will not be reopened until the Area Facilities Team provides clearance and the Incident Commander gives authorization to do so.
15. The Incident Commander may initiate a Relocation if warranted by changes in conditions at the school.
16. The Incident Commander will direct the Planning and Intelligence Coordinator or other authorized user to open an iSTAR report on the incident.
17. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.9.2 Earthquake during Non-School Hours Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team as necessary, and will assess damages as safe to do so with the plant manager, to determine any necessary corrective actions. The school administrator may direct the Fire Suppression/HazMat Team to participate in the assessment.

Note: Assessments must be conducted by teams wearing appropriate safety gear. Do NOT conduct assessments alone or unprotected, due to danger from possible building damage and the potential for aftershocks. Notify the School Police Watch Commander's Office at (213) 625-6631 that you are on campus before beginning a site assessment.

2. The Incident Commander should confer with the LD Administrator of Operations and/or Operations Coordinator and Maintenance and Operations personnel to identify the extent of damages and determine if the school can be occupied.
3. If the school cannot be occupied, the Incident Commander and LD Administrator of Operations will determine an alternate location for affected buildings and programs, and the Incident Commander will notify staff members and parents via Blackboard Connect.
4. The Planning and Intelligence Team will fill out a School/Site Preliminary Damage Report and transmit it to the School Police and LD Administrator of Operations.

7.10 Explosion/Risk of Explosion

There are four distinct incident types involving an explosion or risk of explosion. Determine which incident type applies and then implement the appropriate response procedures.

7.10.1 Explosion on School Property Procedures

1. In the event of an explosion, all persons should initiate Drop, Cover and Hold On.
2. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will call 911 and School Police at (213) 625- 6631 to provide the exact location (e.g., building, room, area) and nature of emergency.
3. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident. The LD office will call the Office of Communications with information on the situation.
4. The Incident Commander will consult with available law enforcement and, considering the possibility of another imminent explosion, take appropriate emergency functions. Action may include Shelter in Place, Evacuate Building or Relocation. Evacuation may be warranted in some buildings on a campus, and other buildings may be used as shelter.
5. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
6. In the event of an evacuation, teachers will bring student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions Teachers will notify the Assembly Area Team of missing students.
7. The Incident Commander will notify and update parents via Blackboard Connect.
8. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
9. The Triage Team will check for injuries and provide appropriate medical assistance.

10. If needed, the Fire Suppression/HazMat Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the Fire Department arrives.
11. The Planning and Intelligence Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities.
12. The Security/Utilities Team will secure the building entrance to prevent persons entering the school buildings.
13. If it is determined safe to enter affected areas, the Incident Commander will direct the Search and Rescue Team to initiate search and rescue activities.
14. The Incident Commander will contact the area Facilities Director to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression/HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
15. The Planning and Intelligence Team will complete a School/Site Preliminary Damage Report and transmit it to the School Police and LD Administrator of Operations.
16. Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
17. The Incident Commander may initiate a Relocation if warranted by changes in conditions.
18. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.10.2 Risk of Explosion on School Property Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate emergency functions, which may include Drop, Cover and Hold On, Shelter in Place, Evacuate Building, or Relocation.
2. If the school administrator issues Evacuate Building action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student rosters and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
4. The school administrator will call 911 and School Police at (213) 625-6631 and will provide the exact location (e.g., building, room, area) and nature of emergency.
5. The school administrator will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
6. If needed, the Fire Suppression/HazMat Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the fire department arrives.

7. The Incident Commander will advise the Search and Rescue Team to initiate rescue operations.
8. The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
9. The Incident Commander will notify and update parents via Blackboard Connect.
10. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
11. All affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the school administrator issues authorization to do so.
12. The Planning and Intelligence Team will complete a School/Site Preliminary Damage Report and transmit it to School Police and the LD Administrator of Operations.
13. In the event of an explosion on campus, refer to procedures listed under Explosion on School Property.
14. The Incident Commander may initiate a Relocation, if warranted by changes in conditions.
15. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.10.3 Explosion or Risk of Explosion in Surrounding Area Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the Shelter in Place response action.
2. The Incident Commander will notify 911 and School Police at (213) 625-6631 and provide the exact location (e.g., building, area) and nature of emergency.
3. The Incident Commander will take further actions as needed or advised by authorities.
4. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
5. The Incident Commander will notify and update parents via Blackboard Connect.
6. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
7. The school will remain in a Shelter in Place condition until the Los Angeles County HazMat or appropriate agency provides clearance and the school administrator issues further instructions.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.10.4 Nuclear Blast or Explosion Involving Radioactive Materials Procedures

A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout. More information about radiological incidents is available on MyPLN in courses STEPS 205 and 405.

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the Shelter in Place action.

2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g., concrete walls, metal doors) between themselves and the source of the blast or explosion and should avoid sheltering near exterior windows.
3. The Incident Commander will notify 911 and School Police at (213) 625-6631 and provide details on the area and personnel affected at the school.
4. After the initial blast, ICS teams should provide medical assistance and extinguish small fires as needed.
5. The Incident Commander will ensure the relocation of students from bungalow buildings and other non-permanent structures, upper floor(s), rooms with broken windows, and other damaged rooms without going outside if possible.
6. The Security/Utilities Team will turn off the school's main gas supply (refer to the Site Plot Plan in the ISSP for gas supply shut-off valve) and fans in the area; close and lock exterior doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
7. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
8. The Incident Commander will notify and update parents via Blackboard Connect.
9. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
10. The Incident Commander or Public Information Officer will monitor local news outlets and initiate further actions as appropriate.
11. At the Incident Commander's discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water, without going outside.
12. The school will remain in Shelter in Place until the Los Angeles County Public Health or other appropriate agency ends the Shelter in Place or issues relocation instructions. Relocation may be advised by authorities.
13. The Planning and Intelligence team will complete a School/Site Preliminary Damage Report and transmit it to School Police and the LD Administrator of Operations.
14. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.11 Fire

A fire impacts a school if it occurs on campus or in an off-campus location near the school. Take appropriate Evacuate Building or Shelter in Place measures to protect students and staff.

7.11.1 Fire on School Grounds Procedures

This procedure addresses a fire discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage. Online training about fires is available on MyPLN in courses STEPS 201 and 401. Online training about fire alarm systems is available on MyPLN in course STEPS 418.

1. Upon discovery of a fire, teachers or staff will direct all occupants out of the building, activate the fire alarm, and report the fire to the school administrator.
2. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will immediately initiate the Evacuate Building action. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.
3. The Incident Commander will call 911 and School Police at (213) 625-6631 and will provide the exact location (e.g., building, room, area) of the fire.
4. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the fire. LD personnel will call the Office of Communications with information on this situation.
5. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
6. If needed, the Fire Suppression/HazMat Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the Fire Department arrives.
7. The Security/Utilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
8. The Security/Utilities Team will notify the appropriate utility company of damages.
9. The Incident Commander will notify OEHS that a fire occurred.
10. The Incident Commander will notify and update parents via Blackboard Connect.
11. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
12. If needed, the Logistics Team Leader will notify Bus Dispatch 1-800-LABUSES to request buses for staff and student evacuation.
13. Any affected areas will not be reopened until the Los Angeles City or County Fire Department or appropriate agency provides clearance and the school administrator issues authorization to do so.
14. For fires during non-school hours, the Incident Commander and the LD Administrator of Operations will determine if the school will open the following day.
15. All fires that are extinguished by school personnel, regardless of their size, require a call to the Fire Department to indicate that the “fire is out.”
16. The Planning and Intelligence Team will complete a School/Site Preliminary Damage Report and transmit it to the School Police and LD Administrator of Operations.
17. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.11.2 Fire in Surrounding Area Procedures

This procedure addresses a fire discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school.

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate emergency functions, which may include Shelter in Place, Evacuate Building or Relocation.
2. The Incident Commander will notify 911 and School Police at (213) 625-6631 and will provide the location and nature of emergency.
3. The Incident Commander will instruct the Security/Utilities Team to prevent students from approaching the fire and keep routes open for emergency vehicles.
4. The HazMat/Fire Team will contact the local Fire Department and will work with the Fire Department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.
5. The school administrator many initiate an Indoor Activities Schedule to further protect school community from environmental discomforts. This is accomplished by closing all doors and windows and running the air conditioning, as HVAC systems can improve air quality, due to better filtration than typical home systems. For greater detail, refer to REF-5803 Emergency Procedures, Drills and District-Wide Emergency Exercises.
6. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident. LD personnel will call the Office of Communications with information on this situation.
7. If the Incident Commander issues the Evacuate Building action, staff and students will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.
8. The Incident Commander will notify OEHS of the fire.
9. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
10. The Incident Commander or Public Information Officer will monitor local news outlets and initiate further actions as appropriate.
11. The Incident Commander will notify and update parents via Blackboard Connect.
12. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
13. If needed, the Logistics Team Leader will notify Bus Dispatch 1-800-LABUSES to request buses for staff and student evacuation.
14. The Incident Commander will initiate a Relocation if warranted by changes in conditions.
15. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will update the school community.

7.12 Food/Beverage/Water Contamination

This procedure should be followed if site personnel report suspected contamination of food or beverages served for the various food programs. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or beverage supplies, or if notified of possible food contamination by central District staff or local agencies.Indicators of contamination may include unusual odor, color, taste, or multiple employees or students with unexplained nausea, vomiting, or other illnesses. Online training about food safety is available on MyPLN in course STEPS 417.

Note that the Food Services Division will support with the procedures related to food and beverages that they serve.

Suspected Contamination of Food/Beverage/Water Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will isolate and secure the suspected contaminated food/beverage/water to prevent consumption, and will restrict access to the area.
2. The Incident Commander will notify:
    - 911
    - School Police (213) 625-6631
    - County Department of Health Services (213) 974-1234
    - Office of Environmental Health and Safety (213) 241-3199
    - Food Services Division (213) 241-2993
    - District Nursing Services (213) 202-7580
    - Local District Administrator of Operations and/or Operations Coordinator
3. The Planning and Intelligence Team Leader will make a list of all potentially affected students and staff and provide the list to responding authorities.
4. The Triage Team will assess the need for medical attention and provide medical assistance as appropriate.
5. The Planning and Intelligence Team Leader will maintain a log of affected students and staff and their symptoms, the food/beverage/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. The Incident Commander will confer with the County Department of Health Services before resuming normal operations.
7. The Incident Commander will notify and update parents via Blackboard Connect.
8. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
9. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

The Food Services Division will conduct their own investigation if the contaminated food/beverage originated from the cafeteria. A Quality Control Incident Form is completed by the cafeteria manager and submitted to a Nutrition Specialist at Central Office within 24 hours. He/she reviews the form, notifies the vendor from which the contaminated food/beverage originated, and has a sample of it picked up from the school to undergo laboratory testing. The

lab results take 2-3 working days. If tests show positive for food-borne illness, Food Services reports the findings through iSTAR and to OEHS for direction and follow-up.

For cases involving water contamination, as well as non-cafeteria food and beverage spoilage or contamination, OEHS will support the school with proper protocol.

7.13 Public Health Emergency

A public health emergency involves an infectious disease outbreak or a pandemic which require a large-scale emergency need for medical health care services. A pandemic is the worldwide spread of a new disease, according to the World Health Organization. A pandemic occurs when a new virus emerges for which there is little or no immunity in the human population, begins to cause serious illness and then spreads easily person-to-person worldwide. A public health emergency is often due to an influenza outbreak or other infectious disease that affects a school community. These incidents can also be more local and contained such as a suspected tuberculosis or measles outbreak at a school. During a suspected public health emergency, the principal or designee will consult with District Nursing Services at (213) 202-7580. Online training about public health emergencies is available on MyPLN in course STEPS 416.

During a large scale public health emergency, the District will mobilize designated staff for a uniform, systemic and comprehensive response. Both District and local level Operations staff will serve a critical role in gathering and dissemination information and supporting schools. L.A. Unified recognizes the authority of the Los Angeles County Public Health Officer in matters related to a disease outbreak or other Public Health crisis and will work cooperatively with the Health Officer to prevent, mitigate, and respond to cases. The Health Officer and Public Health disease control specialists will evaluate the local situation and determine actions necessary to control the disease outbreak in schools and in the community. Health Officer Orders, guidelines and instructions will be continually revised and updated as the outbreak is tracked in the county. Illness may spread rapidly or slowly, may vary among communities locally, nationally and worldwide, and the outbreak may persist over several months or even years.

During public health emergencies, schools will be faced with parents, teachers, and staff who are concerned about the health and safety of students. Experience has shown that public health emergencies can create a great deal of anxiety and misinformation. Specific details and updates including mitigation efforts and County orders will be provided on an ongoing basis as events evolve and directives change. It is imperative that the most updated information be sought and implemented. These will be shared through multiple means, including email, Blackboard Connect messaging, KLCS, official District social media, online town halls or other forums.

In a disease outbreak or pandemic, information materials may include:

- Letters to parents, teachers and staff with instructions and risk communication information as issued by the Public Health Department’s Health Officer.
- Brochures, infographics, and other informational materials.
- Frequently Asked Questions (FAQs).

- District webpage, maintained with links and updated information as knowledge evolves about the pandemic.

Healthy Habits to Reduce Public Health Emergency Impact

Schools can reduce the impact and spread of an infection by reinforcing basic healthy habits. Follow and promote the below practices and be aware that additional specific measures may be required to address the circumstances of the public health emergency.These practices include:

- Wash hands often. Require that all employees and students wash their hands with soap and water for at least 20 seconds after visiting the restroom or changing diapers/toileting, before and after eating and after handling animals or animal waste.If soap and water are not available, schools can purchase approved sanitizer from the District Warehouse. Schools must stock adequate hand-washing supplies for all restrooms.
- Cover nose and mouth when coughing or sneezing. Germs are spread when people cough and sneeze. Require that students cough or sneeze into a tissue or, lacking that, into a sleeve or elbow. Classrooms should be stocked with tissue to facilitate this activity.
- Get Immunized. Immunization can drastically reduce the chance of contracting many diseases.
- Routinely clean and disinfect surfaces. Cleaning with soap and water removes dirt and most microorganisms. Using a disinfectant kills additional disease-causing germs. All common surfaces should be disinfected frequently with an approved product. A list of District-approved products is available through the LAUSD's Office of Environmental Health and Safety website.
- Stay at home if you are ill or have signs or symptoms of an infection. Students who become ill while at school should be sent home as quickly as possible. Note that for some infectious diseases, infected individuals may not present any symptoms or symptom manifestation may be delayed.
- Exclude from all school activities students and staff who are symptomatic. In the event of any public health outbreak, limit contact with people who are symptomatic. This means that students and staff who come to school with noticeable symptoms such as an elevated temperature, cough, runny nose, or other symptoms based on the nature of the infection, should be separated from the general school population and sent home until they recover. Students who develop these symptoms at school should be isolated to contain germs, and then sent home with a parent or guardian.
- Handle and prepare food properly. Buy and refrigerate perishable foods quickly. Store food properly. Wash hands, kitchen surfaces and utensils while preparing food. Wash raw foods and vegetables.
- Avoid exposure to all blood and other body fluids. Use gloves and routine handwashing.
- Waste Disposal: Schools should carefully dispose of waste. A container lined with a biohazardous bag marked with the international biohazardous symbol is recommended for disposal of a waste containing blood or any bodily fluid spills that may contain blood. These wastes should be double-bagged. If needles, syringes, or lancets are used in the

school setting, arrange for an appropriate sharps container. The container must have the proper sharp waste label attached. Place intact needles and syringes in the designated sharps container. Do not bend or break needles. Do not recap needles. Contact Nursing Services for directions about disposal of these types of contaminated materials.

To assist in the planning process, schools can use the Continuity of Service Form. Once the template has been filled out for all critical employees, the form should be saved and printed out to go in the Integrated Safe School Plan binder.

Continuity of Service. The District is responsible for maintaining continuity of school functions during a prolonged school closure or during periods of increased absence of administrative staff and teachers. It must develop a continuity of operations system for essential central office functions, including payroll, custodial service, waste management, food service, transportation, and facility maintenance (including daily cleaning of student and staff restrooms, kitchen and dining areas, and classrooms). Each school (and all District offices) should have a Continuity of Service Plan in place and begin any necessary cross-training or information exchange in preparation for any possible pandemic, including influenza. The District Continuity of Service Plan template for schools can be accessed here: Essential Functions for Continuity of Service at School.

Activate the school's Continuity of Service Plan in the event of a wide-scale or pandemic illness, as critical school employees could be absent for days, weeks, or months, while others may work remotely. Such a reduction in available staff may challenge the continuity of school operations and services because there may not be enough substitutes for absent employees. Site administrators must consider how to carry on school operations without, for example, their Payroll Clerk, Plant Manager, Cafeteria Manager, Coordinator, or Assistant Principal, as well as how school operations will change with the if learning and working remotely. Every school should have a plan to make sure that important tasks normally performed by critical employees can still be completed when those employees are absent. School sites should have at least two people to fill in for missing critical co-workers.

Once the school's Continuity of Service Plan has been completed/updated for all critical employees, the form should be saved and printed out to go in the Integrated Safe School Plan binder.

Continuity of instruction. During major health emergencies, students may be absent for weeks or even longer periods of time. School dismissal, closures or capacity limitations are possible mitigation strategies which may be implemented to lower the risk of infection. In the event that there is a closure of a classroom or a school, each school should follow its Continuity of Service Plan, which should address how the school will provide students with learning activities during the period of closure. Activities could include, but are not limited to: digital learning and other online resources, reading and written assignments, workbook and worksheet assignments. Schools should ensure that students have the necessary technological resources to promote educational equity.

The Division of Instruction (DOI) will establish alternate modes of learning in the event of a large-scale learning disruption to the District. DOI will provide direction and information to administrators and facilitate the alternate learning process.

Instruction may need to be provided remotely and/or online. Schools and teachers should have lesson plans for students who will be home for extended periods of time, as well as multiple means of communicating lesson content to students and parents. Schools should ensure that students have necessary instructional materials and appropriate access to technology. Lesson methods may include the following:

- Using online learning tools and online classroom applications
- Allowing students to take home school books and class materials
- Posting lesson on school websites with materials
- Using Blackboard Connect telephone messages to homes
- Using KLCS Channel 58 programming
- Using other approved internet education websites
- Mailing home printed materials
- Having printed materials available for families to pick up at school, if safe to do so

As the potential for infection decreases, the District may institute a hybrid learning model which combines students attending school in person, with others learn remotely. There may be additional strategies for the community and workplace that include placing limits and/or canceling large public gatherings (e.g., athletic competitions) or altering work environments or schedules (e.g., staggered office work schedules or telecommuting). School administrators and employees should be prepared for these possibilities.

Reopening. Based on Public Health guidance, information analyzed by the District, ongoing reviews of the situation and discussions with local-level districts, when the risk subsides, the District will implement a partial, incremental or total return to normal operations. Any such decisions will be communicated to and coordinated with impacted local-level districts who will then communicate with school sites.

The District will work with local-level offices to provide guidance to schools such as: campus cleaning and other pandemic- related safety procedures; student academic assessment, academic intervention, and grading; mental health services for students and employees; assessing students with disabilities in reviewing, revising, or creating IEPs; remediation, if the school was used for emergency operations; and accounting for students who do not return to school.

Considerations for Emergency Preparedness

Based on the nature, scale and duration of the pandemic, as well as whether any in-person instruction is/may be taking place, school administrators should plan for a potential need to address the following, as applicable:

- Drills - schools are expected to conduct all required emergency drills with each campus cohort during hybrid learning. Schools that have groups of students rotating through

campus will need to hold drills for each schedule. Drill frequency table is available at http://achieve.lausd.net/drills.

- Submit emergency drill evaluations separately for each cohort.
- Conduct ISSP review to update staffing and ensure that everyone with an emergency role will be working in person.
- Develop contingency plan for handwashing during disasters or during a loss of water on campus. Identify any outdoor handwashing stations that may be used during a disaster.
- Evaluate the designated outdoor isolation and/or quarantine areas for potential use for the same purpose during emergencies requiring evacuation. Consider: distance from buildings (building damage/rubble), reasonable distance from assembly area, line of sight (preferable), and communication between areas. If the existing areas are not suitable, identify isolation and quarantine areas near the assembly area for any students or employees who present symptoms and need to be isolated or quarantined. Assign staff to monitor these areas as needed.
- Identify alternate indoor spaces to use during lockdowns and shelter-in-place incidents/drills for each outdoor isolation and quarantine area and for outdoor classrooms, if any.
- Evaluate current assembly area and determine potential need to redefine or expand it to accommodate appropriate physical distancing; if necessary, establish a larger assembly area that will allow for proper social distancing.
- Establish the expectation that teachers should bring classroom hand sanitizer when evacuating.
- Inventory current emergency supplies and evaluate supply needs in classrooms, offices, and the emergency bin including those specifically needed due to the nature of the outbreak/pandemic including for any parents/guardians at the request/reunion gates.
- Ensure that all staff are aware of and practice revised emergency procedures.
- Discuss changed/additional emergency actions during professional development and parent meetings.
- Consider communications, such as through Blackboard Connect, to share key details of the modified emergency plan with parents/guardians, including expectations at the request and reunion gates.
- Review with students the additional emergency actions they will need to take. If these measures are new to the emergency response process, teachers and support staff should monitor and support students as they follow these protocols to facilitate proper implementation

Additional Considerations

The following can facilitate the prevention and/or mitigation of outbreaks/pandemics.

Health Education Messages. Health education materials are critical because the impact and spread of a virus can be reduced or eliminated by training and education. Health education will also mitigate fear and reduce behavior or actions that will be disruptive to school activities. Education is also important as knowledge and mitigation strategies can change when dealing

with a novel virus. As knowledge evolves, schools must ensure proper updates are followed and shared. Everyone at school should follow and help reinforce safe and healthy hygiene practices with students and the rest of their school community.

Alternative Use of District Buildings: School administrators and employees shall be aware that the LACDPH or other government entity may ask to use schools as Points of Distribution (PODs) in response to an outbreak. They may use a large room, such as the gym, to vaccinate or distribute medication to the community or they may use a school parking lot to distribute food or other basic necessities. In the event that LACDPH asks to use schools as PODs, Emergency Services and the Local District will work with site administration at selected sites to coordinate the activity. The Superintendent may also decide to use our own facilities to provide similar services to our school families and community.

Additional Responsibility of School Administrators: Administrators should prepare to facilitate the following depending on the nature and scale of an outbreak/pandemic:

- Data on the numbers of students who are ill with a given disease may need to collected and submitted.
- LACDPH may visit schools to observe the implementation of Health Officer Orders and guidelines.

The District may use its emergency reporting platform, School Emergency Status Report (SESR) or other resources to help track and report staff and student attendance or other metrics. Schools must adhere to any temporary changes in attendance recording protocols to ensure proper reporting. During a pandemic, these systems can be used to help determine District absenteeism rates and inform decisions made by the District or Public Health Officer to strengthen, implement, maintain, or forecast protective measures.

7.14 Tsunami

A tsunami is a series of ocean waves that sends surges of water onto land. Waves sometimes reach heights of over 100 feet and can cause great destruction. Tsunamis are typically caused by large, undersea earthquakes, but may also be caused by underwater landslides or volcanic eruptions. Shaking events can generate a tsunami in the area where the shaking occurred with little warning time, or thousands of miles away, with several hours of warning time.

These procedures should be followed by the designated schools near the ocean or on field trips to or near the beach or when a distant or local event has occurred and generated a tsunami. Schools located inside the known tsunami inundation area have a tsunami annex. All the identified schools have been issued weather alert radios that are managed by NOAA (National Oceanic and Atmospheric Administration). Information is available in the LAUSD REF-5435 NOAA Weather Radio All-Hazards Alerts.

Tsunami Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate emergency functions, which may include Shelter in Place, Evacuate Building, or Relocation. The specific action will depend on how close the school is to the ocean, and how much time there is to act.
2. The Incident Commander or Public Information Officer will monitor local news outlets for information such as evacuation notices and initiate further actions as appropriate. Schools in the Tsunami Inundation Zone will have a NOAA weather alert radio with battery back-up in the Main Office.
3. If the Incident Commander issues the Evacuate Building or Relocation action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the area identified in the school's tsunami annex. The evacuation destination should be to land that is at least 100 feet above sea level. Evacuees should stay away from coastal and low-lying areas. Waves may continue for several hours and travel several times faster than walking, running, or driving.
4. In the event of an evacuation, teachers will take students rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled in a safe location. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
5. The Incident Commander will notify School Police at (213) 625-6631 and the LD Administrator of Operations and/or Operations Coordinator of the incident. LD staff will inform the Office of Communications of the situation.
6. The Incident Commander will notify and update parents via Blackboard Connect.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR on the incident.
8. The Incident Commander will initiate a Relocation if warranted by changes in conditions.
9. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

* The above procedures are also followed for field trips on or near the beach if there is a threat of a tsunami.

7.15 Utility Failure

A utility failure is a situation involving a loss of water, power or other utility on school grounds.

7.15.1 General Loss or Failure of Utilities Procedures

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the school administrator immediately.
2. If a gas leak is suspected or the loss of utilities poses a risk of explosion, refer to Explosion/Risk of Explosion on School Grounds.
3. Upon notice of loss of utilities, the principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate emergency functions, which may include Shelter in Place, or Evacuate Building.

4. The Incident Commander will notify the Area Maintenance and Operations (during business hours) or School Police at (213) 625-6631 (at all other days/hours) and will provide the location and nature of emergency. Other personnel will be notified at the discretion of the Incident Commander.
5. Area Maintenance personnel, working with the Incident Commander, will contact the affected utility company to determine whether their assistance is required, recommended actions, and the potential length of time service will be interrupted.
6. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the loss of utility service.
7. If the Evacuate Building action is initiated, teachers will take student rosters and any classroom emergency supplies when leaving the building, and take attendance once the class is assembled in a safe location. Teachers are to account for any students with a cognitive disability who may not have understood the directions.
8. The Incident Commander will notify and update parents via Blackboard Connect.
9. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
10. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.
12. In addition to the procedures listed above, the Incident Commander will implement the protocols for specific concerns below as needed.

7.15.2 Loss of Water Supply Procedures

The following operational items apply at a school that has lost its water supply. Many issues can be easily solved if the school has adequate emergency supplies:

1. **Bathrooms** - School personnel can make a regular toilet work by pouring a half-bucket (about 2.5 gallons) of water into the toilet to provide the “flush.” Water stored in emergency barrels can be used for this purpose. This method is often easier than setting up toileting stations of 5-gallon buckets with plastic bags in them. Standard toilets can also be lined with plastic bags. Bucket toilets and toilets lined with plastic bags generate bags of hazardous waste that need to be disposed of properly. One disposal method is to dump the contents of the bags into the standard toilets when they are returned to service. Be advised that this method is messy at best. Schools must also provide toilets that are accessible to students with specific needs.

   Health code requires that the students have a way of washing their hands after going to the bathroom. Water from the emergency supplies, waterless hand cleaner, or wipes will fulfill that requirement and should be stored with the other emergency supplies.

   If portable toilets are delivered, schools must make sure that there are also hand cleaning stations set up, as well as accessible toilets for students with specific needs. Mark at least two of the portable toilets for faculty use.

2. **Cafeteria** - To keep the cafeteria open, cafeteria staff must have clean water to wash hands and clean surfaces. Water can be pumped from the emergency water barrels into a plastic water carrier. The water carrier can be taken to the kitchen, and cafeteria staff can use the water at their sink. If the cafeteria staff needs hot water, they can heat it.

3. **Drinking Water** - Drinking water can be addressed many ways. Students will usually have milk and juice with their lunches, which will provide hydration. Additional water can be distributed in cups or individual bottles/pouches, depending on what was stored. Often the utility provider or Maintenance and Operations will obtain bottled water for the school.

   If schools are using water from the emergency water barrels, they must re-chlorinate the water 30 minutes before it is made available for consumption. Details are available in the REF-5451 School Site Emergency/Disaster Supplies.

4. **Fire Suppression** - The fire code requires that if the automatic fire sprinklers are disabled for any reason, schools must post a fire watch. For complete and specific instructions, please see the REF-1909 Procedures for Fire Protection Systems. The law requires that someone must continuously patrol the entire campus every half hour and then log in the fact that no fire was seen. The person conducting the fire watch shall be knowledgeable of the fire watch procedures, should have a radio, be able to notify the fire department and alert and evacuate the building occupants. The fire department and the Office of Environmental Health and Safety at (213) 241-3199 must be notified and logs should be kept documenting who patrolled the building, where they went and when they made their rounds. Schools shall notify the fire department to request permission to implement the fire watch:

   - Los Angeles City Fire Department (Valley) (818) 347-1110
   - Los Angeles City Fire Department (Los Angeles) (213) 978-3660
   - Los Angeles County Fire Department (323) 881-2455

   Only the fire department can authorize a school to go off fire watch. Schools will need to save and document all contacts with the fire department to ensure they followed the Fire Code.

5. **Other Concerns** - At secondary schools, there may be a request to use the showers, but that cannot be accommodated. The nurse may also ask for water to wash hands. They may be able to use waterless hand cleaner, but they will still need water for cleaning wounds, etc. Schools can pump the emergency water into a water carrier for the nurse to use at the sink in the Health Office or provide bottled water.

7.15.2 Loss of Power Procedures

The following are concerns that need to be addressed at a school that has lost electrical power.

1. **Lights** - Schools are built to take advantage of natural light. Classrooms often have one wall of windows, so there should still be visibility, even without electric lights. Classroom

emergency kits typically include flashlights that can provide additional illumination. In many cases, the loss of electricity is minimally disruptive to instruction; it is common practice for students to remain in classrooms during a power outage.

Almost all schools have emergency lights on battery back-up. These lights will allow students and staff to safely exit the building. These lights illuminate hallways, stairwells and exit signs. In most schools, emergency lighting operates on a series of large batteries and have the capacity to run for about an hour, so that everyone will have adequate time to exit the building. Some schools have hardwired emergency generators instead of batteries. These generators are sized to run emergency egress lighting only, and do not power other items such as elevators and air conditioning.

Some schools have portable generators in the emergency supply bin that can power lighting in the assembly area, charge batteries on radios, and other power needs. Generators are also to be used to supplement battery-powered medical devices for students with special needs.

In a prolonged power outage, the Maintenance and Operations Branch is sometimes able to provide a generator to power the cafeteria. The cafeteria has food that needs to be kept at specific temperatures to preserve safety. The generator will be used to run the refrigerators and freezer.

2. **Phone Systems** - School PBX phone systems have a battery back-up because they run on computers. This allows the phones to operate without electricity. In addition, each school has a fax machine on a separate, direct, outside line that does not go through the PBX. In the event of a power outage, the fax line will still work, and schools should keep a single-line handset that can be plugged into this line during a loss of utilities. In the event of a major disaster such as an earthquake, these phone lines have been listed with the phone company as “essential service lines” and will be restored first.

3. **School Two-Way Radios** - Each school has a two-way radio system that allows the school to communicate with people on that campus, a neighboring campus, and ultimately with school police. The radios will still operate during a power outage or when phone systems are down.

   Every semester, schools test their ability to communicate with other schools to report their status during emergencies. Schools are identified as either reporting, base or directly contacted schools which determines how the school will participate in the radio test and how they will communicate during actual emergencies. More information, including the radio tree, is available at: achieve.lausd.net/radiounit. During a disaster, the District will use this system to compile damage and injury assessments from schools. Schools should be very familiar with the radio tree and participate in the radio test each semester. More information regarding the biannual Districtwide radio test is available in Section 4.4.6.

Cell phones, text messages, and public address systems and bullhorns can supplement two-way radio communications.

4 **Students on Ventilators** - The students who use ventilators are provided with a small, portable generator to recharge the ventilator battery during a power outage. Typically, these students are dependent on medical devices to live. Schools that have students who use ventilators and do NOT have a generator should immediately contact the Office of Emergency Services at 213-241-5337.

5 **Fire Alarms and Suppression Systems** - During a power outage, fire alarms and notification systems will not work. The Fire Code requires that if the automatic fire alarms are disabled, schools must post a fire watch. For complete and specific instructions, see REF-1909 Procedures for Fire Protection Systems. The law requires that someone must continuously patrol the entire campus every half hour and then log in the fact that no fire was seen. The person conducting the fire watch shall be knowledgeable of the fire watch procedures, should have a radio, be able to notify the fire department, and alert and evacuate the building occupants.

The fire department and the Office of Environmental Health and Safety at (213) 241-3199 must be notified and logs should document who patrolled the building, where they went and when they made their rounds. Schools shall notify the fire department to request permission to implement the fire watch:

- Los Angeles City Fire Department (Valley) (818) 347-1110
- Los Angeles City Fire Department (Los Angeles) (213) 978-3660
- Los Angeles County Fire Department (323) 881-2455

Only the fire department can authorize a school to go off fire watch. Schools will need to save and document all contacts with the fire department to ensure they abided the Fire Code.

6 **Food Service** - The cafeteria staff may not be able to heat food without electricity. If the loss of power is expected to last through Nutrition or Lunch or other meals provided at school, immediately contact your Cafeteria Manager and your Area Food Services Director. They can arrange for food to be brought in from an off-site location. In a prolonged power outage, the Maintenance and Operations Branch is sometimes able to provide a generator to power the cafeteria. The cafeteria has food that needs to be kept specific temperatures to preserve safety. The generator will be used to run the refrigerators and freezer.

Plan for a Loss of Water:
Toilets: Water From Emergency Barrows Stored in the Emergency Bins
Drinking Water: Water From Emergency Barrows Stored in the Emergency Bins
Food Service: Bins have food
Fire Suppression System (if applicable): Fire Extinguishers

Plan for a Loss of Electricity:
Ventilation: Open Windows and Natural Air
Electric Lights: Flash Lights

Plan for a Loss of Natural Gas:
Food Service: Emergency Binds

Plan for a Loss of Communication:
Telephone Service: Cell Phones
Intercom: Cell Phones

7.16 Weather

Schools may implement general inclement weather procedures during heavy rain, flooding, hail, or high winds. More information is available in REF-5706 School Procedures During Inclement Weather, REF-5435 NOAA Weather Radio All-Hazards Alerts, and BUL-963 Guidelines for Preventing Heat Stress.

7.16.1 General Inclement Weather Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate emergency actions which may include Indoor Activity Schedule, Shelter in Place, Evacuate Building, or Relocation. NOTE: Inclement weather may block or impact routes to/from school and may necessitate an off-site evacuation even if the school itself is relatively unaffected.
2. The Incident Commander will notify 911 and School Police at (213) 625-6631 and will describe the nature and extent of the incident.
3. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the emergency situation. LD personnel will call the Office of Communications with information on the situation.
4. The Incident Commander will direct the Security/Utilities Team or other available staff to secure any lightweight, unstable, or fragile items on campus and bring indoors any equipment that may become damaged by weather conditions.
5. The Incident Commander or Public Information Officer will monitor local news outlets and NOAA weather alert radio and initiate further actions as appropriate.
6. If the Incident Commander issues the Evacuate Building or Relocation action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.
7. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
8. The Triage Team will monitor students who were exposed to adverse weather conditions (such as extreme cold, heat, or rain) as necessary.
9. The Planning and Intelligence Team will consider the impact of weather (including travel) on field trips and extracurricular activities and advise the Incident Commander if activities should be curtailed.
10. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
11. The Incident Commander will notify and update parents via Blackboard Connect.
12. The Incident Commander will initiate a Relocation if warranted by changes in conditions.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.16.2 Rain Procedures

Rain can cause sudden or gradual flooding, impede driving conditions, and/or be accompanied by lightning. Before every rainy season, school plant managers should be reminded to:

- Check all ground-level drains and drainage areas to make sure they are free of debris and work properly. Clogged drains should be reported for repair since they can cause flooding and building damage.
- Inspect roof scuppers and drains to make sure they work properly.
- Request sand bags and plastic sheeting from the operational area that can be used to divert water away from doors.

Flood/Flash Flood

A Flash Flood may accompany rain or may appear suddenly as a result of storm conditions elsewhere in Southern California and may impede driving.

Hail

Hail can damage buildings and equipment, possibly injure students or adults (depending on the size of the hailstones) and may be accompanied by unusually cold weather.

Landslide/Debris Flow

Landslides can be caused by a variety of factors including earthquakes, storms, fire, and by human modification of land. Landslides can occur quickly, often with little notice. In a landslide, masses of rock, earth or debris move down a slope.

Debris and mud flows are rivers of rock, earth, and other debris saturated with water and develop when water rapidly accumulates in the ground, during heavy rainfall or rapid snowmelt. They can flow rapidly, striking with little or no warning, and may travel several miles from their source, growing in size as they pick up trees, boulders, cars and other materials.

Thunder/Lightning

All thunderstorms produce lightning and are dangerous. Stop all outdoor activities and move activities indoors if you hear thunder or see lightning. Wait 30 minutes after the storm to resume outdoor activities.

Wind

High winds can create power outages, knock down trees and utility lines, and remove exterior building materials (such as gutters and shingles). Caution should be taken in areas where pop-up canopies, tree branches or other objects may become airborne and exposed to wind damage. Students and staff should be kept away from these areas while high winds are present.

7.16.3 Funnel Clouds/Tornado Procedures

Funnel clouds and tornadoes are possible in the Los Angeles area. If a funnel cloud is sighted or a tornado warning is issued, immediately move all students indoors. Basements offer the best protection. Schools without basements should use interior rooms and hallways on the lowest

floor, away from windows and other sources of glass. Rooms with large roof spans (e.g., gymnasiums, cafeterias, and auditoriums) offer little or no protection from tornado-strength winds. Students should sit facing an interior wall, elbows to knees, with hands over the back of their heads, and remain in position until an all-clear is sounded.

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate emergency function, Shelter in Place.
2. The Incident Commander makes the following announcement over the PA system or an alternate method of communication: “Your attention please. We are implementing an Shelter in Place, due to severe weather. Students and staff are to remain inside the building away from windows. Sit on the floor, face the wall, and protect your head with your arms. All students and staff that are outdoors are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you.”
3. If indoors, teachers will keep students in the classroom until further instructions are given.
4. If outdoors, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the closest classrooms or school buildings. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers are to take roll and to notify the office with the number and names of students in the room with them.
5. The Incident Commander will notify 911 and School Police at (213) 625-6631 and will describe the nature and extent of the incident.
6. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the emergency situation. LD personnel will call the Office of Communications with information on the situation.
7. The Incident Commander or Public Information Officer will monitor local news outlets and NOAA weather alert radio and initiate further actions as appropriate.
8. Teachers will take attendance to account for students, and notify the office of missing students.
9. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
10. The Incident Commander will notify and update parents via Blackboard Connect.
11. The Incident Commander will initiate a Relocation if warranted by changes in conditions.
12. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.16.4 Heat Procedures

The intensity of exercise activities must be limited or modified whenever the Heat Index is above 95°. Details are available in BUL-963 Guidelines for Preventing Heat Stress. A useful resource that calculates the heat index and offers heat safety tips is the OSHA smartphone app, the OSHA Heat Safety Tool.

Modifying Athletic Activities During Excessive Heat

During times of excessive heat, the following precautions need to be taken for outdoor physical activity which includes recess, physical education, recreation, and competitive sports:

- Adequate water must be available. If adequate water is not available, physical activity must be modified. During the activity, periodic drinking of water every 15 to 30 minutes should be encouraged.
- Staff and all personnel supervising physical activities, including Youth Services personnel, should observe students during activity periods and modify activities. Students known to have health problems should be closely observed and their activity modified or restricted.

Strategies for Preventing Heat Stress During the School Day

- A “cool room” should be established for use by students showing early signs of heat stress. This room should provide maximum coolness possible. During excessive heat the “cool room” should be available for use at all times during the school day.
- Hold events indoors with air conditioning when possible. Shade should be made available in outdoor areas.
- Use current medical health history to identify students susceptible to or at high risk for heat related injuries. Students identified as high risk should be removed from participation at a lower Heat Index. These would include:
  - Students with history of previous heat illness
  - Students with current illnesses and/or health sensitive medical conditions
  - Students who have experienced recent injuries

7.16.5 National Weather Service Hazardous Weather Alert Definitions and Procedures

The National Weather Service issues three distinct categories of hazardous weather alerts, covering all manner of weather events. Schools will receive weather alerts via NOAA weather radios or mass media outlets. More information is available in the REF-5435 NOAA Weather Radio All-Hazards Alerts and at http://achieve.lausd.net/noaa.

Watch - when the risk of hazardous weather has increased significantly, but its occurrence, location or timing is still uncertain. A “watch” is intended to provide enough lead-time to set emergency plans in motion. A watch means that hazardous weather is possible, and schools need to listen for later information and possible warnings. If a weather watch is issued, schools in the affected area should:

- Review the ISSP and confirm staff assignments for emergency positions
- Consider if field trips and extracurricular activities should be adjusted/cancelled
- Review Blackboard Connect emergency contact lists for staff and students
- Monitor local weather via www.weather.gov and/or a NOAA weather radio
- Inspect the campus for conditions that could cause damage

Advisory - issued when a hazardous weather event is occurring, imminent or likely. Advisories are for less serious conditions than warnings that cause significant inconvenience. If caution is not exercised, conditions could lead to situations that may threaten life or property. If a weather advisory is issued, schools in the affected area should:

- Review the ISSP
- Check emergency supplies
- Consider if extracurricular activities, field trips, and after-school programs should be adjusted/cancelled
- Plan for a modified activity schedule
- Move outdoor equipment out of harm's way
- Monitor local weather via www.weather.gov and/or a NOAA weather radio
- Check school site for hazards and exposures that can be mitigated
- Send a Blackboard Connect message if extracurricular activities may be impacted

Warning - issued when a hazardous weather event is occurring, imminent or likely. A warning means weather conditions pose a threat to life or property. People in the path of the storm need to take protective action. If a weather warning is issued, schools in the affected area should:

- Activate ISSP
- Stage emergency supplies in a location protected from weather
- Send Blackboard Connect message and update school website and school social media accounts to notify parents
- Notify LD Operations of actions
- Take proactive steps to protect students and staff
- Cancel activities, field trips and after-school programs if expedient to do so

8. Appendices

Contacts

NAME	PHONE
Air Quality Management District	(909) 396-2000
American Red Cross Public Information	(310) 445-9900
Animal Services – L.A. City	(888) 452-7381
Blackboard Connect Client Care	(866) 435-7684
Building Inspection – L.A. City	(888) 524-2845
Bus Dispatch - LAUSD	(213) 580-2900
Cal Trans Road Closures	(800) 427-7623
California Highway Patrol	(800) 835-5347
Department of Mental Health ACCESS – L.A. County	(800) 854-7771
Department of Public Health – L.A. County	(213) 240-8117
Department of Transportation (LADOT) - Traffic Signals LA City	(213) 485-4181
Department of Transportation (LADOT) - Traffic Signals LA City VALLEY	(818) 752-5100
Department of Water and Power (DWP) – L.A. City	(800) 342-5397
District Nursing - LAUSD	(213) 202-7580
Division of District Operations - LAUSD	(213) 241-5337
Fire and Medical Emergencies	911
Health Services – L.A. County	(800) 427-8700
Information Line - L.A. City	311
Information Line – L.A. County	211
LASPD School Police Watch Commander - LAUSD	(213) 625-6631
Local District Central - LAUSD	(213) 241-0167
Local District East - LAUSD	(323) 224-3100
Local District NorthEast - LAUSD	(818) 252-5200
Local District NorthWest - LAUSD	(818) 654-3670
Local District South - LAUSD	(310) 354-3400
Local District West - LAUSD	(310) 914-2100
Office of Communications - LAUSD	(213) 241-6766
Office of Emergency Services - LAUSD	(213) 241-5337
Office of Environmental Health & Safety - LAUSD	(213) 241-3199
Park Rangers Hotline – L.A. City	(323) 644-6661
Recreation and Parks – L.A. City	(213) 978-4670
Sanitation: Refuse Collection – L.A. City	(800) 773-2489

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Sanitation: Sewer – L.A. City	(213) 485-7575
Sanitation: Storm Drain/Stormwater Hotline L.A. City	(800) 974-9794
School Mental Health - LAUSD	(213) 241-3841
Sewer Maintenance – L.A. County (Non-L.A. City)	(800) 675-4357
Southern California Edison - Non-L.A. City	(800) 611-1911
Southern California Gas Company	(800) 427-2200
Storm Damage/Mud Slide Reports – L.A. City	311
Street Lighting – L.A. City	311
Student Health and Human Services- LAUSD	(213) 241-3840
Student Medical Services - LAUSD	(213) 202-7584

8. Appendices

School Emergency Contacts Chart

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

TITLE	NAME	WORK NUMBER
Principal	CONSTON-RAOOF, MIRANDA	(323) 313-8147(323) 733-8801
Assistant Principal 1	RICO, GILBERTO	(323) 733-8801(323) 733-8801
Assistant Principal 2		
Assistant Principal 3		
Assistant Principal 4		
Administrator Assistant	GONZALEZ, VICTORIA	(323) 733-8801
Cafeteria Manager	PARKER, GUIYETRA	(323) 737-7017(323) 733-8801
Financial Manager	NUNO JAIME, GRISELDA	(323) 733-8801
Plant Manager	STEWART, GEORGE	(323) 232-4218
Custodian	HUYNH, ANDY	(323) 780-3056
Custodian Closest to Site	STEWART, GEORGE	(323) 232-4218
First Person on Campus in AM	STEWART, GEORGE	(323) 232-4218
Last Person on Campus in PM	HUYNH, ANDY	(323) 780-3056

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Charter School Emergency Contacts Chart - MAGNOLIA SCIENCE ACADEMY #6

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

Title/Role	Name	Work Number
Principal		
Assistant Principal 1		
Assistant Principal 2		
Administrator Assistant		
Financial Manager		
School Nurse or Contact for On-Site Health Emergencies		
First person on campus in AM		
Last person on campus in PM		

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LAUSD Disaster Supply Inventory

Kit	# in Bin	Required Quantity		Commodity Code
Disaster Emergency First Aid Kit		1 per every 400 students		3453248292
Disaster First Aid Kit Itemized List	# in Kit ✓	Quantity Shipped in Kit	Expiration Date	Commodity Code
Antibiotic Ointment*		3 box (25 ea/box)	yes	
Antacid/Nausea/Diarrhea Tablets, Bismuth Subsalicylate*		3 box (30 ea/box)	yes	
Antiseptic Wipes*		1 box (100 per box)	yes	
Aspirin Tablets*		1 box (50 pk/2 ea/pkg)	yes	
Non-Aspirin Tablets*		1 box (125 pk/2 ea/pkg)	yes	
Hand Cleaner 4oz Waterless*		2 each	yes	4357038040
Cold Pack*		1 pkg (16 ea/pkg)	yes	4750954200
Saline Solution*		2 bot (500 ml bot)	yes	
Petroleum Jelly*		1 pkg (3 ea/pkg)	yes	1751341305
Diphenhydramine Tablets*		1 pkg (50 ea/pkg)	yes	
Hard Candy Glucose Tablets*		1 pkg (20 ea/pkg)	n/a	
Cotton Tip Applicators		1 pkg (100/pkg)	n/a	4752711099
Adhesive Bandage		2 box (100 ea/box)	n/a	4750904064
Butterfly Closure, Large		1 box (100 per box)	n/a	4750905080
Elastic Bandage 2”x4.5 yds		3 rolls	n/a	4750917057
Elastic Bandage 3”x4.5 yds		3 rolls	n/a	4759017060
Triangular Bandage		1 pkg (4 ea/pkg)	n/a	4750943698
Emesis Basin		2 each	n/a	
Mylar Emergency Blanket		12 each	n/a	3453025575
Drinking Cup		1 pkg (100 ea/pkg)	n/a	6405008404
Gauze Bandage, 2”x6 yds		5 pkg (2 ea/pkg)	n/a	4750922687
Gauze Bandage, 3”x5 yds		1 pkg (12 ea/pkg)	n/a	4750909060
Gauze Pad 4x4		2 box (100 ea/box)	n/a	4750969380
Gauze Pad 8x10		1 pkg (20 ea/pkg)	n/a	4750969480
#2 Safety Pins		1 pkg (48 ea/pkg)	n/a	4756721603
Water Pitcher w/ Lid		1 each	n/a	
Sanitary Napkin		1 pkg (6 ea/pkg)	n/a	4858247140
Bandage Scissor		1 each	n/a	4652362115

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Utility EMT Scissor		1 each	n/a	4652362120
Arm Splint		1 pkg (6 ea/pkg)	n/a	4658841130
Clear Surgical Tape		1 pkg (2 ea/pkg)	n/a	
Cloth Adhesive Tape		1 pkg (4 ea/pkg)	n/a	
Forehead Thermometer		1 pkg (5 ea/pkg)	n/a	4758568050
Tissue Paper, Facial		1 box (175 each/box)	n/a	6405077100
Tongue Depressors		1 pkg (6 ea/pkg)	n/a	4756716180
Paper Towels		1 roll (100 sheets)	n/a	6407580425
Tourniquet		1 each	n/a	
Tweezer		1 each	n/a	4659230330
Grease Pencil, Black		1 each	n/a	6207037030
Plastic Sheet		1 each	n/a	
Washbasin		1 each	n/a	
Security Ties		1 pkg (6 ea/pkg)	n/a	
Bio-hazard Waste Bag		1 each (10 gallon)	n/a	
Vinyl Powdered Gloves – Medium		1 box (100/box)	n/a	4754147079
Non-latex Disposable Exam Gloves		1 box (100/box)	n/a	4754147119
CPR 1-Way Valve Face Shields		2 each	n/a	3451051570
Cardboard Folding Leg Splints		1 pkg (6 ea/pkg)	n/a	4658841140
Eye Pads		1 pkg (8 ea/pkg)	n/a	
Dental Floss		1 spool	n/a	
Multi Trauma Dressing		1 pkg (2 rolls/pkg)	n/a	4750969530
Triage Tags		1 pkg (50/pkg)	n/a	9661226135
First Aid Flip Chart		1 each	n/a	9661278998
Flashlight		2 each	n/a	4503211380
Batteries For Flashlight		4 each	yes	4500611040
Goggles		2 each	n/a	3456460080
Storage Case w/ wheels & handles labeled "LAUSD Emergency First Aid Kit"		1 each	n/a	

* Items available in Replacement Kit

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Kit	# in Bin	Required Quantity		Commodity Code
Replacement Kit for Expiring Items in Disaster First Aid Kit		1 per every Disaster First Aid Kit (as needed)		3453248271
Replacement Kit Itemized List	# in Bin ✓	Quantity Shipped in Kit	Expiration Date	Commodity Code
Antibiotic Ointment		1 pkg (75ea/pkg)	yes	
Antacid/Nausea/Diarrhea Tablets		3 pkg (30/pkg)	yes	
Antiseptic Wipes		1 box (100 per box)	yes	
Aspirin Tablets		1 box (50 pk/2 ea/pkg)	yes	
Non-Aspirin Tablets		1 box (125 pk/2 ea/pkg)	yes	
Hand Cleaner Waterless		2 each	yes	
Cold Pack		1 pkg (16 ea/pkg)	yes	
Saline Solution		2 bot (500ml bot)	yes	
Petroleum Jelly		1 pkg (3 ea/pkg)	yes	
Diphenhydramine Tablets		1 pkg (50 ea/pkg)	yes	
Hard Candy Glucose Tablets		1 pkg (20 ea/pkg)	yes	

Additional First Aid Supplies				
Item	# in Bin ✓	Suggested Quantity	Expiration date	Commodity Code
Vinyl Powdered Gloves –Small		as needed	n/a	4751470598
Vinyl Powdered Gloves – Medium		as needed	n/a	4754147079
Vinyl Powdered Gloves - Large		as needed	n/a	4754147119
Vinyl Powdered Gloves – Extra Large		as needed	n/a	4754147138
Vinyl Powder Free Gloves – Small		as needed	n/a	4754147302
Vinyl Powder Free Gloves - Medium		as needed	n/a	4754147303
Vinyl Powder Free Gloves – Large		as needed	n/a	4754147304
Vinyl Powder Free Gloves – Extra Large		as needed	n/a	4754147305
Bleach		2 gallon	replace annually	5052538151
Cervical collar set, assorted sizes		as needed	n/a	
Triangular Bandage		as needed	n/a	4750943698
Mylar Emergency Blankets		as needed	n/a	3453025575
Bandage Scissors		as needed	n/a	
Cotton Applicators (Swabs)		1 box (1,000)	n/a	4752711099
Tongue Depressors		as needed	n/a	
Hand Sanitizer		2 bot (60 oz)		4357038045
Paper Bags		1 pkg (500)	n/a	6401547104
Treatment Log		1	n/a	

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Kit	# in Bin	Required Quantity		Commodity Code
Search and Rescue Kit		One kit for each Search and Rescue Team		3453248278
Search and Rescue Kit Itemized List	# in Kit ✓	Quantity Shipped in Kit	Expiration Date	Commodity Code
Hard Hat, Yellow*		4 each	n/a	3455639420
Safety Vest, Vinyl, Orange*		4 each	n/a	
Glove, Leather Palm, Large*		4 each	n/a	2002753000
Fanny Pack, Red*		4 each	n/a	
Flashlight, Industrial*		4 each	n/a	4503211380
Dust Mask*		4 each	n/a	3457251110
Safety Goggles*		4 each	n/a	3456460050
Whistle with Lanyard*		4 each	n/a	6806290200
Triage Tag		1 pack (50/pack)	n/a	9661226135
Water Pouch		24 each	n/a	
Batteries, D Size		2 each	yes	4500611040
Grove Joint Plier		1 each	n/a	4455254120
Linesman Plier		1 each	n/a	4455248158
Pry Bar		1 each	n/a	4453820052
Folding Saw		1 each	n/a	
Bolt Cutter		1 each	n/a	
Sledge Hammer		1 each	n/a	
Warning Tape, Caution: Do Not Enter		1 each	n/a	8322080911
Infectious Waste Bag		4 each	n/a	
Folding Shovel		1 each	n/a	
Anglehead Flashlight		1 each	n/a	
Screwdriver, Slotted Tip		1 each	n/a	4456465589
Screwdriver, Phillips		1 each	n/a	4456461270
Hand Axe, Wood Handle		1 each	n/a	
Utility Knife		1 each	n/a	4454248214
First Aid Kit Includes:		1 Kit	n/a	
Sterile Gauze Pad		10 each	n/a	4750969380
Sterile Gauze		1 roll	n/a	4750922687
Cloth Tape		1 roll	n/a	4750984100
EMT Shears		1 each	n/a	4652362120
Sterile ABD Pads		5 each	n/a	
Mylar Emergency Blanket		1 each	n/a	3453025575

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Fanny Pack		1 each	n/a	

*Items are one per team member

Additional Search and Rescue Supplies				
Item	# in Bin ✓	Suggested Quantity	Expiration Date	Commodity Code
Stretcher		1 per S+R Team	n/a	4701078050
Duct Tape		at least 4 rolls	n/a	8322409077
Rope		at least 4	n/a	4502457032
Extra Batteries, D Size		as needed	yes	4500611040

Water Supplies				
Item	# in Bin ✓	Required Quantity	Expiration Date	Commodity Code
4 oz. Cups		4 + cups per person	n/a	6405008404
Collapsible Water Carriers		1 + per grade level	n/a	4508723300
Pump		2 or more	n/a	7200620055
Water Barrel; 55 Gallon		1.5 gallon x #students/staff ÷55	n/a	1004570546
Bleach		1 gallon	replace annually	5052538151
Measuring Spoons (for bleach in water barrels)		2 sets	n/a	2409186065

Basic Sanitation Supplies				
Item	# in Bin ✓	Suggested Quantity	Expiration Date	Commodity Code
5-Gallon Utility Bucket		1 per every 30 students	n/a	3453248353
Emergency Toilet Seat		1 per every 30 students	n/a	3453248352

Additional Sanitation Supplies				
Item	# in Bin ✓	Suggested Quantity	Expiration Date	Commodity Code
Plastic Bags - Liners			n/a	6652452120
Toilet Paper			n/a	6407556175
Sanitary Napkins			n/a	4858247140

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Privacy Screen		1 per toilet	n/a	1557050015
Absorbent			n/a	4857450670
Waterless Hand Cleaner			n/a	4357038045
Deodorizer			n/a	4854214150

Additional General Disaster Supplies				
Item	# in Bin ✓	Suggested Quantity	Expiration Date	Commodity Code
Radio, two-way		As needed	n/a	
Can opener		As needed	n/a	
Clipboards		As needed	n/a	
Paper plates		As needed	n/a	
Plastic utensils		As needed	n/a	

Maps

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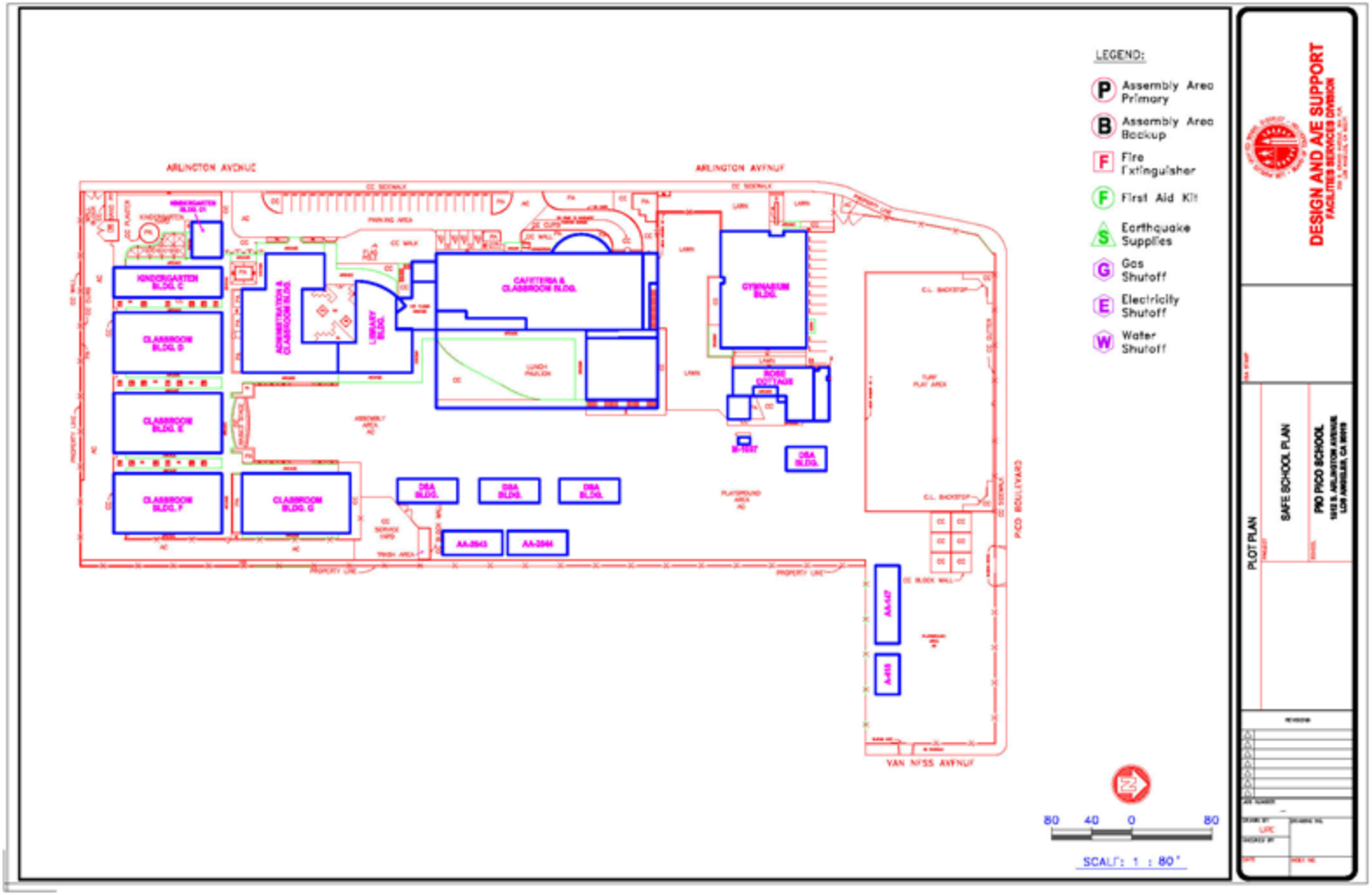

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Primary Off-Site Assembly Location:
Primary Address: 4600 W 17th St, Los Angeles, CA, 90019, USA
Primary Contact: Gilberto Samuel Primary Phone #: (323) 730-4300

Backup Off-Site Assembly Location:
Backup Address: 1512 Arlington Ave, Los Angeles, CA, 90019, USA
Backup Contact: N/A Backup Phone #: (323) 353-7583

8. Appendices

ICS Definitions for Schools

Incident Commander – responsible for directing emergency operations

Public Information Officer (PIO) – Official spokesperson for an incident

Agency Liaison – coordinates with outside agencies

Safety Coordinator – ensures that emergency operations are conducted safely

Operations Section Chief - responsible for managing all tactical operations at an incident

Planning Section Chief - responsible for collecting and evaluating information

Logistics Section Chief - provides all incident support needs such as facilities, transportation, communications, supplies/equipment and food services

Finance/Administration Section Chief - responsible for managing all financial aspects and paperwork of an incident

Emergency Teams:

Triage – ensures supplies are accessible, evacuates and stages supplies, performs triage and provides medical assistance

Security/Utilities – ensures school site security and performs short-term repairs and shutoff of utilities

Fire Suppression/Hazmat – extinguishes fires and evaluates chemical spills

Request Gate – processes requests for student pick-up

Reunion Gate – reunites students and parents at Reunion Gate

Search and Rescue – performs search and rescue operations

Assembly Area – ensures safe evacuation and accounting for all students, staff and visitors

School Site Crisis – provides psychological/emotional support for students and staff

Supply/Equipment - ensures adequate equipment and supplies

Documentation – maintains emergency log

Communication – analyzes situation and updates Incident Commander

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Forms

EMERGENCY HAZARD ASSESSMENT SUMMARY

School _____ Location Code _____

Name _____ Position _____

Date _____

On-Site Hazard:

[List any unusual on-site hazards that are unique to the school, e.g., underground storage tanks, gas pipelines, unusual chemicals]

Off-Site Hazards:

[List any unusual off-site hazards unique to the school, e.g. freeways, railroads, pipelines, power transmission lines, industrial facilities]

BOMB THREAT REPORT

School _____ Location Code _____

Date of Call _____ Time of Call _____

Person Receiving Call _____

I. REPORT OF PERSON RECEIVING CALL	
A. Ask the caller the following questions.	
Where is the bomb (building, location)?	
What time is it set to go off?	
What kind of bomb is it? What does it look like?	
Who set the bomb? Why was the bomb set?	
What is your name?	
How old are you?	
Where do you live?	

B. Evaluate the voice of the caller, and check the appropriate spaces below:			
	Male		Intoxicated
	Female		Speech Impediment
	Child		Special Ethnic Characteristics
Age (Approx.)		Other	

C. Listen for any background noise. (Check appropriate spaces below, if applicable.):					
	Music		Babies or children		Airplane
	Conversation		Cars/trucks	Other	
	Typing		Machine noise		

II. REPORT BY PRINCIPAL			
A. The police were contacted by (Name of person)			
Date		Time	
Police personnel taking call			
Officer responding to call			

B. Was a search made for the bomb?		Yes		No
If "yes," give details regarding search				

C. Was an evacuation conducted?	☐	Yes	☐	No
If "yes," indicate buildings or areas evacuated.				

D. Remarks:	

This form shall be completed in duplicate (submit original to LASPD and copy for school files).

INJURY REPORT

School _____ Room Number _____

Teacher's Name _____ Date _____

INJURED		
NAME	TYPE OF INJURY	LOCATION OF PERSON

MISSING PERSONS REPORT

School _____ Room Number _____

Teacher's Name _____ Date _____

MISSING PERSONS	
NAME	**LAST SEEN LOCATION**

STUDENT RELEASE LOG

NOTE: Schools may only release students to individuals who have been designated by the custodial parent/guardian.

School _____

Date _____

STUDENT'S NAME	RELEASE TIME	NAME OF PERSON RELEASED TO	ADULT SIGNATURE

[Note: Maintain the original in the emergency document file.]

SCHOOL/SITE PRELIMINARY DAMAGE REPORT (PDR)

(Use this form to report your status to the Local District when the online School Emergency Status Report site is down.)

School/Site:				Location Code:	
Date:		Time:		Person in Charge:	
Contact information (How the school can be reached for additional information):					

Please answer the following:

Number of deaths	# of Students		# of Staff		None	
Number of injuries	# of Students		# of Staff		None	
How many buildings at your site are visibly damaged?						

Describe the type and extent of damage you observe:

Summarize emergency response actions already taken:

Do you have the following capabilities?

Power	☐	Yes	☐	No	Landline Phone	Contact #	☐	Yes ☐	No
Water	☐	Yes	☐	No	Cellular Phone	Contact #	☐	Yes ☐	No
Natural Gas	☐	Yes	☐	No	Two-way Radio		☐	Yes ☐	No

Location of evacuated students	
List critical issues on site	
List other issues	
List assistance requested	

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EMERGENCY DRILL EVALUATION WORKSHEET

All emergency drill evaluations must be submitted at http://emergencydrills.lausd.net. Schools are expected to submit an evaluation after each emergency drill and radio test. **For best results, complete the emergency drill evaluation online using a cell phone during the drill.** Responses may also be entered on this form and then transferred to the online drill evaluation system after the drill using a desktop computer, tablet or cell phone.

Questions with an * require a response.

School* _____ **Today's Date*** _____

First Name* _____ **Last Name*** _____ **Email Address*** (use lausd.net) _____

1) Drill Type*
- ◯ fire
- ◯ earthquake
- ◯ lockdown
- ◯ shelter in place
- ◯ take cover

2) Select One*
- ◯ new drill submission
- ◯ drill resubmission
- ◯ actual emergency

3) Date Conducted* _____

4) Time Started * _____

5) Time Completed (including accounting for everyone)* _____

6) Alert Type*
- ◯ bell/tone
- ◯ PA system
- ◯ megaphone
- ◯ whistle
- ◯ other

7) How many minutes did evacuation take? If no evacuation, respond "0."* _____

8) Did everyone on campus participate?*
- ◯ yes
- ◯ no

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9) If parents/guardians participated, what were their roles?

10) How were parents/guardians notified about the drill?*

Letter Sent Home		Blackboard Connect		Newsletter		Other:
Sign at Marquee/Entrance		School Website/Calendar		No Notification		

11) Was an Incident Command Post established?*

	Yes
	No

12) Did an employee take the School Emergency Response Box to the assembly area/command post?*

	Yes
	No

13) How was the school's Integrated Safe School Plan (ISSP) used for the drill?* (Mark all that apply)

- ☐ during the planning of the drill
- ☐ during the execution of the drill
- ☐ after the drill
- ☐ did not use the ISSP

14) Comments regarding the ISSP

15) Rate each of the below aspects of the drill. Five is the highest.

a) Student performance of emergency procedures*	5 4 3 2 1 n/a	**b) Employee performance of emergency duties and procedures***	5 4 3 2 1 n/a	**c) Emergency team(s) performance of duties***	5 4 3 2 1 n/a	**d) Accounting for everyone***	5 4 3 2 1 n/a	**e) Alert system***	5 4 3 2 1 n/a

16) Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill?*

- ○ Yes
- ○ No

17) List the top lesson learned from this drill and how it will be addressed.

18) What District training support would improve emergency drills and/or preparedness?

A drill certificate of completion will be emailed upon submitting this evaluation online. Emails containing drill and radio test certificates and response summaries should be archived. Drill certificates should be printed and retained in the emergency drill log book for proof of compliance during inspections. Questions can be directed to emergencyservices@lausd.net or 213-241-5337.

BIOLOGICAL AND CHEMICAL RELEASE RESPONSE CHECKLIST

School _____ Location Code _____

Location of Release _____

Name _____ Position _____

Date _____

	Check when complete	Notes
Have unexposed students, staff and others been evacuated from area of contamination?		
Have staff, students, or others who came in contact with the area of contamination been isolated and quarantined in a safe and separate location and cleaned their hands with soap and water?		
Have all students and staff been accounted for?		
Has the area of contamination been cordoned off and secured?		
Has the area of contamination been affixed with conspicuous signs reading: “DO NOT ENTER”?		
Have the doors and windows to the area of contamination been closed and locked?		
Have fans and ventilation systems serving the area of contamination been turned off?		
Has the Office of Environmental Health & Safety (Phone # 213-241-3199) been notified?		

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SUPPLEMENTAL ATTENDANCE REPORT

NOTE: Used to account for anyone not found on student/staff rosters

School _____

Date _____

NAME	ID NUMBER	STATUS (CHECK ONE)	OTHER INFORMATION
		☐Student ☐School Staff ☐LAUSD Employee ☐Visitor ☐Other	
		☐Student ☐School Staff ☐LAUSD Employee ☐Visitor ☐Other	
		☐Student ☐School Staff ☐LAUSD Employee ☐Visitor ☐Other	
		☐Student ☐School Staff ☐LAUSD Employee ☐Visitor ☐Other	
		☐Student ☐School Staff ☐LAUSD Employee ☐Visitor ☐Other	
		☐Student ☐School Staff ☐LAUSD Employee ☐Visitor ☐Other	
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		☐Student ☐School Staff ☐LAUSD Employee ☐Visitor ☐Other	
		☐Student ☐School Staff ☐LAUSD Employee ☐Visitor ☐Other	
		☐Student ☐School Staff ☐LAUSD Employee ☐Visitor ☐Other	
		☐Student ☐School Staff ☐LAUSD Employee ☐Visitor ☐Other	
		☐Student ☐School Staff ☐LAUSD Employee ☐Visitor ☐Other	
		☐Student ☐School Staff ☐LAUSD Employee ☐Visitor ☐Other	
		☐Student ☐School Staff ☐LAUSD Employee ☐Visitor ☐Other	
		☐Student ☐School Staff ☐LAUSD Employee ☐Visitor ☐Other	
		☐Student ☐School Staff ☐LAUSD Employee ☐Visitor ☐Other	

8. Appendices

Assessments

Please check the online ISSP for the assessments. They are available in the Planning view as part of Step 2.

Comprehensive School Safety Plan

Magnolia Science Academy 5
LACOE

Ali Kaplan, Principal
18238 Sherman Way, Reseda 91335
818-705-5676
akaplan@magnoliapublicschools.org

Magnolia Science Academy 5

A meeting for public input was held on 10/22/2021 at MSA-5

Reviewed by Law Enforcement on 10/22/2021

Plan Adopted by School Site Council on 10/22/2021

Plan approved by Magnolia Public Schools Board
October???, 2021

Committee members

Ali Kaplan, Principal
Melissa Burns, Principal Designee
Kemal Fazla, Teacher representative
Fatima Mendez, Classified employee
Oscar Martin, LAPD, PII Officer

Public Inspection

This document is available for public inspection at Magnolia Science Academy-5 and on website at https://msa5.magnoliapublicschools.org/

School Site Mission

Mission and Vision

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

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

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

Excellence

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

Innovation

Students will have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest and career plans will support students' college and career readiness. This will include student participation in their four-year plans, after school enrichment programs, STEAM program choice options, adaptive assessments and blended learning strategies, differentiated instruction and differentiated and adaptive assessments.

Connection

School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, community cultivates identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, field trips, life skills classes and coaching to support our overall community-based goals. We work with community partners to establish mentoring relationships and other social capital to

support our students' development of personal and academic networks for long-term resilience and connection.

Statement of Purpose

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

- Protect the safety and welfare of students and staff.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

Employee Preparedness
A number of measures are taken on an ongoing basis to ensure that school staff is prepared to respond immediately and appropriately to disasters. These include:

- Review of this Plan and any other emergency policies and procedures;
- Review of an employee's role during an emergency;
- Knowledge of how to conduct and evaluate required drills;
- Familiarity with the layout of buildings, grounds and all emergency procedures;
- Review of the location of all emergency exits, fire extinguishers, fire alarms and emergency equipment and supplies;
- Attend update training in first aid, CPR, use of fire extinguishers and search and rescue as necessary.

Employee Skills
At the beginning of each school year, all instructional and non-instructional staff will be asked by the School Principal, or his/her designee, to identify those with special skills or experience that may be helpful during an emergency. These employees may be asked to fulfill certain emergency management roles (i.e., first aid, CPR, search & rescue and/or fire extinguisher training & certification).

Instructional staff is responsible for the following:
- Present instruction to students about emergency preparedness plans for the site and student responsibilities in case of a major emergency;
- Keep attendance sheets readily accessible at all times in order to check attendance in the event of evacuation;
- Update the contents of classroom emergency kit and keep it in a safe, accessible location;
- Participate fully in fire, earthquake and evacuation drills;

- Have planned activities for students for use during periods of confinement during an emergency situation.

The School Principal, or his/her designee, is responsible for the following:

- Assign employees to roles and responsibilities for an emergency, taking into consideration the skills, abilities and normal functions of employees;
- Ensure that all employees are familiar with the site maps and evacuation plans and are trained in emergency response and preparedness roles and responsibilities;
- Update the list of employees who are trained in first aid, CPR, the use of fire extinguishers, and search and rescue. Arrange for update training as necessary;
- Update as necessary the site floor plan showing evacuation routes and the location of assembly areas, emergency supplies and equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut off valves;
- Ensure that emergency procedures are posted in classrooms, hallways, school office, cafeterias and employee lounges;
- Update the list of any disabled students or employees or those who may need evacuation assistance or other special assistance;
- Test the site warning system and ensure that the system's signal(s) is recognized and understood by employees and students;
- Conduct an inventory of all emergency supplies and equipment and replace used or outdated supplies and equipment;
- Maintain a list of emergency phone numbers in a readily accessible location.

Employee/Student Special Needs

Staff with temporary or permanent impairments of sight, hearing or mobility may self-identify indicating what assistance may be required in the event of an emergency. Students with special needs are identified at the beginning of each school year. Parents are asked to provide written information/instructions concerning specific needs.

Those areas of the school that have employees and/or students with permanent mobility impairments should maintain any necessary evacuation device on each floor where such employees and/or students are located.

Emergency On-Site Personnel

Staff emergency phone contacts will be kept on file at the school office. Staff with specific training in emergency response, safety, CPR, etc. will also be noted on a list kept at the school.

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Assessment of the Current Status of School Crime

1. Data sources the committee reviewed:
   a. Local law enforcement crime data
      i. Top three crime violations in our area last year, based on www.crimemapping.com/map/region/lapdWestValleyArea were:
         1. Vehicle break in
         2. Theft/Larceny
         3. Burglary
   b. Suspension/Expulsion data:
      i. Student information data was used to identify top suspendable/expellable offenses at our campus. A tremendous decrease in suspensions/expulsions were noted due to the implementation of positive behavior support model.
      ii. Behavior referrals, Infinite Campus was used to identify and segregate all behavior referrals.
   c. School Improvement Plan
      i. Reviewed current years plan to identify any additional areas of improvement needed.
   d. Property Damage data
      i. Reviewed Infinite Campus behavior data to identify any property damage that has occurred.
   e. Attendance rates
      i. Student attendance rates were pulled from Infinite Campus.
      ii. Truancy data was pulled from Infinite Campus

2. The committee reviewed the data and identified the appropriate strategies and programs that provide high-level school safety.
   a. Parent/Student Handbook
   b. School Safety Committee
   c. Discipline Committee
   d. Administration
   e. Local School Administration
   f. School Site Council
   g. Parent Task Force

h. Student Leadership
i. Local Law Enforcement Collaboration

3. We will continue to review data in the upcoming academic year to continually revise and identification appropriate strategies and programs that provide/maintain a high level of school safety, both on and off campus.

Child Abuse Reporting Procedures

Child abuse shall be reported in compliance with the procedures set forth in the MPS Employee Handbook and in accordance with California law. The reporting of suspected child abuse is mandatory. Our staff will continue to receive training to establish best practices for school personnel to prevent abuse, including sexual abuse, of children on school grounds, by school personnel, or in school-sponsored programs, and post on our department's Internet Web site links to existing training resources, in compliance with EC 44691.

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7) Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses
A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Responsibility for Reporting
The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)
No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report
Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if

designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Department of Child and Family Services
800-540-4000

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

Victim Interviews by Social Services/Law Enforcement
Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)
1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect

Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.
If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer
When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

A. REPORTING PARTY

NAME OF MANDATED REPORTER	TITLE	MANDATED REPORTER CATEGORY
REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS — Street / City / Zip		DID MANDATED REPORTER WITNESS THE INCIDENT? ☐ YES ☐ NO
REPORTER'S TELEPHONE (DAYTIME) ( )	SIGNATURE	TODAY'S DATE

B. REPORT NOTIFICATION

☐ LAW ENFORCEMENT ☐ COUNTY PROBATION
☐ COUNTY WELFARE / CPS (Child Protective Services)

AGENCY

ADDRESS — Street / City / Zip

DATE/TIME OF PHONE CALL

OFFICIAL CONTACTED - TITLE

TELEPHONE ( )

C. VICTIM
One report per victim

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY

ADDRESS — Street / City / Zip — TELEPHONE ( )

PRESENT LOCATION OF VICTIM | SCHOOL | CLASS | GRADE

PHYSICALLY DISABLED? ☐ YES ☐ NO
DEVELOPMENTALLY DISABLED? ☐ YES ☐ NO
OTHER DISABILITY (SPECIFY)
PRIMARY LANGUAGE SPOKEN IN HOME

IN FOSTER CARE? ☐ YES ☐ NO
IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE:
☐ DAY CARE ☐ CHILD CARE CENTER ☐ FOSTER FAMILY HOME ☐ FAMILY FRIEND
☐ GROUP HOME OR INSTITUTION ☐ RELATIVE'S HOME
TYPE OF ABUSE *(CHECK ONE OR MORE)*
☐ PHYSICAL ☐ MENTAL ☐ SEXUAL ☐ NEGLECT
☐ OTHER (SPECIFY)

RELATIONSHIP TO SUSPECT
PHOTOS TAKEN? ☐ YES ☐ NO
DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? ☐ YES ☐ NO ☐ UNK

D. INVOLVED PARTIES

VICTIM'S SIBLINGS

NAME	BIRTHDATE	SEX	ETHNICITY
1.			
2.			
3.			
4.			

VICTIM'S PARENTS/GUARDIANS

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY

ADDRESS — Street / City / Zip — HOME PHONE ( ) — BUSINESS PHONE ( )

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY

ADDRESS — Street / City / Zip — HOME PHONE ( ) — BUSINESS PHONE ( )

SUSPECT

SUSPECT'S NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY

ADDRESS — Street / City / Zip — TELEPHONE ( )

OTHER RELEVANT INFORMATION

E. INCIDENT INFORMATION

IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX ☐ *IF MULTIPLE VICTIMS, INDICATE NUMBER:* _____

DATE / TIME OF INCIDENT | PLACE OF INCIDENT

NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: http://www.leginfo.ca.gov/calaw.html (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof ***within 36 hours*** of receiving the information concerning the incident. (PC Section 11166(a).)

- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- **SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

IV. INSTRUCTIONS (Continued)

- **SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.

- **SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.

- **SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.

- **SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.

V. DISTRIBUTION

- **Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.

- **Designated Agency:** ***Within 36 hours*** of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pac Islndr	26 White	31 White-Romanian

Disaster Response Procedures

General Policies and Procedures for Handling Safety and Specific Emergency Situations:

The purpose of the safety and emergency sections of this Plan is to provide safety and emergency preparedness and response instructions to protect the safety and well being of students and staff at the time of an emergency. Specific goals include:

1. Protect the safety and welfare of students and staff;
2. Provide for a safe and coordinated response to emergency situations;
3. Protect the school's facilities and property;
4. Enable the school to restore normal conditions with minimal confusion in the shortest time possible;
5. Provide for interface and coordination between the school and local authorities and resources.

Emergencies

In the case of an emergency, the general policy is that actions should be taken to allow the school to remain in operation to the extent possible. The situation should be addressed to minimize interruption of normal operations at the school, and students will usually be cared for until regular dismissal time. Where an emergency situation poses a serious threat to the safety and well being of students and staff, evacuation will occur until any danger has passed. When necessary, school may be dismissed by the School Principal, or his/her designee.

Fire

In the case of a school fire, the following procedures should be implemented:

- Sound building fire alarm.
- Notify Fire Department by dialing 911. The Fire Department is to be notified of any fires larger in size than a wastebasket. The Fire Department should be given the following information:
  - School name and phone number.
  - Building address, including nearest cross street(s).
  - Exact location of the fire within the building.
- Have students and staff evacuate the building in accordance with established procedures.
- Evacuate to outdoor assembly area.
- All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor, close to walls, thus making breathing easier and providing direction. Before opening any door, place a hand one inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire to avoid the spread of fire.
- Clear access routes for emergency vehicles. Remain at a safe distance from the fire and away from firefighting equipment.
- Render first aid as necessary.
- Check attendance. Remain with students.

Medical Emergency

Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial 911.

- Medical emergencies involving any student or employee must be reported to the School Principal, or his/her designee. Dial 911 or direct someone to do so.
- Provide the following information:
    - School name and phone number.
    - Building address, including nearest cross street(s).
    - Exact location within the building.
    - Your name and phone number.
    - Nature of the emergency.
    - Do not hang up until advised to do so by dispatcher.
- Notify the school office that an individual has been injured and an ambulance has been called.
- Ask someone to dispatch a first aid/CPR trained employee to the victim.
- Stay calm. Keep victim warm with a coat or blanket.
- Do not move the victim unless there is danger of further injury. Do not give the victim anything to eat or drink.
- Draft written incident report and submit it to School Principal, or his/her designee, before the end of the next workday.

Earthquakes

Earthquakes strike without warning and the major shock is usually followed by numerous aftershocks, which may last for weeks or months. An earthquake's effect on buildings will vary from building to building.

The major threat of injury during an earthquake is from falling objects and debris, and many injuries are sustained while entering or leaving buildings. Therefore, it is important to remain inside the building and quickly move away from windows, glass, partitions and shelves. In the case of an earthquake, the following procedures should be followed:

- Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give DROP AND COVER command.
- After shaking stops, check for injuries, and render first aid.
- If ordered by School Principal or his/her designee, evacuate.
- Do not return to building.
- Do not light any fires.
- Keep a safe distance from any downed power lines.
- Check attendance whether or not evacuation takes place. Report any missing students to School Principal, or his/her designee.
- Stay alert for aftershocks.
- Beware that shaking may activate fire alarm or sprinkler systems.

- Elevators and stairways will need to be inspected for damage before they can be used.
- School principal, or his/her designee, will issue further instructions.
- Certificated and classified school staff are trained annually on emergency earthquake procedures

Assaults

Assaults involve acts of striking or inflicting injury to a person and are regarded as serious matters. Any threat or assault on students or employees should be reported immediately to the School Principal, or his/her designee. The School Principal (or designee) will determine if law enforcement officials should be notified.

If a serious assault occurs:

- Dial 911.
- Seek first aid or medical attention, if indicated.
- Have photographs taken of any injuries.
- Write down a physical description of the assailant (sex, age, height, weight, race, clothing, and any weapon used) as soon as possible after the incident.
- Obtain names and telephone numbers of any witnesses.
- Draft incident report and submit it to the School Principal, or his/her designee.
- School Principal or his /her designee will submit incident report to the local law enforcement if incident is serious.

Hazardous Materials

Hazardous material spills may occur inside a building, such as a spill in a chemistry lab. Incidents of disaster magnitude may occur outside, such as a tank truck accident involving large quantities of toxic material.

Procedures:

- If a spill is minor and inside, notify buildings and grounds personnel immediately for clean up. Open windows for ventilation.
- If a more serious spill occurs inside or outside:
- Call 911. Notify Fire Department, Emergency Response Unit, and/ or Public Health Department.

- Provide the following:
    - School name.
    - Building address, including nearest cross street(s).
    - Your name and phone number.
    - Location of the spill and/or materials released.
    - Characteristics of spill (colors, smells, visible gases).
    - Name of substance, if known.
    - Injuries, if any.
    - Notify buildings and grounds personnel.
    - Close all windows and doors if the spill is outside.

- Request that buildings personnel shut off mechanical ventilating systems if it might spread toxic material.
- Remain inside building unless ordered to evacuate by the Fire Department.
- Fire Department will advise of further actions to be taken.
- Do not eat or drink anything or apply cosmetics.
- If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought.
- The School Principal, or his/her designee, if necessary, will give approval for student release or site evacuation.

Civil Disturbance

A civil disturbance is any situation where a person or group of persons disrupts operations or threatens the safety of individuals. The following precautionary protective measures should be taken:

- Notify local law enforcement authorities-Dial 911.
- If participants enter the building, remain calm and do not provoke aggression. Report disruptive circumstances to school Principal, or his/her designee.
- Do not argue with participant(s).
- Have all students and employees leave the immediate area of disturbance.
- If the disturbance is outside the building, remain inside building, unless instructed otherwise by the School Principal or police officials. Lock all doors. Stay away from windows and exterior doors.
- If the disturbance is inside the building, follow procedures for evacuation of the school site.
- Follow further instructions as police officials and other local law enforcement authorities issue them.
- Draft incident report for School Principal, or his/her designee.

Vandalism

The following procedures should be used in the case of school vandalism:

- Notify school principal, or his/her designee.
- Notify building and ground maintenance personnel.
- The School Principal, or his/her designee, will assess the seriousness of the situation and determine the level of assistance needed, including local law enforcement.
- If possible, identify the parties involved.
- Interview witnesses and obtain written statements.
- Document the incident as soon as possible and give the incident report, with any witness statements, to the School Principal or his/her designee.
- Notify parents or legal guardian.
- Determine what disciplinary measures are appropriate (in-house or police involvement).
- Determine any monetary restitution issues and amounts.

Utility or Power Failure

The following procedures should be used in case of utility or power failure:

- Staff and students should remain in classroom until further instruction.
- Custodial and maintenance personnel should determine cause of incident and seek outside assistance if necessary.
- Staff and students outside of a classroom at the time of the incident should report to main office.
- Building and grounds personnel report to utility company if necessary.
- If situation requires long-term maintenance and repair and prevents class activities, the School Principal, or his/her designee, may take measures to dismiss school for the day.
- Where utility failure presents an emergency, evacuation procedures should be implemented immediately.

Bomb Threat

The section of the safety plan, which will be shared with the public, is purposefully omitted as it is an internal reference.

The School Principal, or his/her designee will:

- Notify Police Department – Dial 911.
- With the assistance of responding law enforcement personnel, conduct a thorough search of the building & surrounding areas:
- Classrooms and work areas.
- Public areas - foyers, office bathrooms and stairwells.
- Lockers and unlocked closets.
- Exterior areas -- shrubbery, trashcans, debris boxes, gas valves, etc.
- Power sources -- electric panels, telephone panels, computer rooms, etc.
- With assistance from responding law enforcement personnel and/or Fire Department, the School Principal, or his/her designee, will evaluate the threat and will determine whether to evacuate the building and/or to continue to search the premises.
- If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought. The School Principal, or his/her designee, must grant approval for student release.
- An incident report should be drafted before the end of the workweek.

Explosion

If an explosion occurs at the school, the following procedures should be used:

- Give DROP AND COVER command.
- Sound building fire alarm. This will automatically implement action to leave the building.
- Notify Fire Department – Dial 911.
- Provide the following information:
- School name.
- Building address, including nearest cross street(s).
- Exact location within the building.
- Your name and phone number.
- Evacuate to outdoor assembly area.
- Check attendance. Remain with students.
- Render first aid as necessary.
- Notify grounds and building personnel.
- Keep students and staff at a safe distance from the building(s) and away from firefighting equipment.
- Public safety officials will determine when the building is safe for re-entry, and along with School Principal, or his/her designee, whether student release from the school site is necessary.
- Draft incident report by the end of the week.

Fighting or Riot

School staff should follow these guidelines when a fight occurs:

- Send a reliable student to the office to summon assistance.
- Speak loudly and let everyone know that the behavior should stop immediately.
- Obtain help from other teachers if at all possible.
- If students are starting to gather, attempt to get students away from the commotion as quickly as possible.
- Call out the names of the involved students (if known) and let them know they have been identified.
- For the safety of all students, get additional help from law enforcement personnel if confronted with a serious fight, especially one that involves weapons.
- Attempt to separate the involved students by speaking to them in an assertive tone of voice. Consider the age and/or size of the students, as well as personal safety, before stepping between/among those involved in an altercation. If successful in separating the students, try to avoid using further confrontational behavior.
- Remember that no one can "cool down" instantly; give the students time to talk in a calm setting and gradually change the climate of the situation.

Staff should follow these guidelines when a riot occurs:

- The School Principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.
- Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.

- Have a law enforcement officer evaluate and call for any necessary resources such as back-up help, emergency medical help, etc.
- Activate needed emergency plans, which may include:
- Instructing office staff to handle communications and initiate lockdown orders.
- Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.
- Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
- Direct a teacher or designee to initiate lockdown and immobilize the campus.
- Brief a representative to meet the media.
- Assign staff to a pre-designated medical treatment/triage facility.

Hostage Situation

The section of the safety plan, which will be shared with the public, is purposefully omitted as it is an internal reference

Death of a Student

By far, the worst crisis situation is the death of a student. When a student dies, emotional trauma is a natural occurrence for students, faculty, and staff. A student's death, which occurs on campus, particularly as a result of school violence, is admittedly the most extreme case of trauma for family and the school community. There is no procedure that fits every scenario; each case requires individual attention. Certainly, there is no prescribed method for dealing with such tragedy; however, the following are suggestions for a school's response to death, particularly death that occurs as a result of school violence:

- After the initial response, administrators and counselors will meet immediately to review what has happened. Responding to the psychological needs of both staff and students as soon as possible is the best prevention for the development of post-traumatic stress.
- Get as much information as possible from the family and ask their permission to share it with the students, faculty, and staff. Ask if they have any objection to students, faculty, and staff attending the funeral.
- Relay the information to the students in a factual way, careful to avoid breaching the student or family's privacy. The School Principal and a counselor might consider moving from room to room to tell the students what has happened. They should tell the truth, allow for expression of feelings, and affirm any expressions or feelings the students have. Students need to be told that they may visit a counselor's office for special assistance if they need to talk.
- If possible, allow a break after telling the students in order to give them an opportunity to express their grief with other students.
- Upon returning to school, students should be allowed time to discuss their feelings, talk about the deceased, and discuss memories. Give students, faculty, and staff information about the funeral and allow them to attend, provided the family has granted permission.
- Watch for trouble signs among the students. Be prepared to call in extra counselors if necessary.

Intruder or Individual with Deadly Weapon/Active Shooter

The section of the safety plan, which will be shared with the public, is purposefully omitted as it is an internal reference.

Lock Down

The section of the safety plan, which will be shared with the public, is purposefully omitted as it is an internal reference.

Use of School Facilities for Mass Care and Welfare Shelters

In the case of disasters or other emergencies, the school will support the emergency procedure systems mandated by all law enforcement, government, or public safety agencies to ensure that pupils, and both certificated and classified staff follow necessary protocols to allow the school to serve as a mass care and welfare shelter.

Evacuation

In the event conditions in the community or within the school itself necessitate a site evacuation, the following steps should be taken:

The School Principal or his/her designee should:

- Notify the school district office, county official or designee.
- Notify local law enforcement authorities.
- Notify school transportation support.
- Note the special needs of students or staff.
- Direct clerical staff to take schools master enrollment list.
- Direct school nurse or designee to prepare emergency medications to be transported.
- Direct all personnel to leave the building and secure the building.
- Notify students' parents or legal guardians as situation permits.

School staff should:

- Plan to evacuate his/her class and ride the bus or walk as situation dictates.
- Take a copy of class enrollment list.
- Take emergency instructional materials and first aid kits in the event the evacuation lasts several hours.
- Notify School Principal, or his/her designee, of any special needs of students and their requirements.

The first choice for a shelter during a building site evacuation is another building designated by the school district, county or other local authority. Once staff and students have arrived at the host site, the following steps should be taken:

- Notify school nurse or local medical personnel of any medical emergencies.
- Consider how students will be fed and restroom needs met.
- Activate crisis intervention team to deal with any emotional trauma.
- Provide area and materials for parents who may arrive to pick up students.
- Provide an area for non-school community evacuees.

Drugs, Alcohol and Tobacco
The use or possession of drugs, alcohol or tobacco is strictly prohibited at the school or around school grounds. If a member of staff suspects that a student is in the possession of a controlled substance, he or she should:

- Identify the parties involved.
- Notify the School Principal or his/her designee immediately.
- Follow-up with a written incident report, including any witness statements.

The School Principal, or his/her designee, should do the following:

- Assess the situation and determine the level of assistance needed (i.e. school counselor, police)
- Isolate the parties involved for interview/investigation.
- Notify parent or legal guardian.
- Obtain witness statements and document in a written incident report.
- Determine disciplinary consequences. See *MPS Student-Parent Handbook*.
- Determine what intervention or follow-up procedures are necessary including counseling.

Floor Plan
A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate outdoor assembly area(s) and evacuation route(s) from the site. (This item is stored with the plant manager and also located in the office of the School Principal)

A copy of the floor plan will be posted in each classroom at the school, in the school hallway and at the school's main office. Staff should familiarize themselves with the contents of the floor plan and with evacuation procedures.

Fire Drills
The school shall conduct fire drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or his/her designee, will specify the date and time of emergency drills. All students and staff are required to participate in these mandated drills.

The School Principal, or his/her designee, will designate an outdoor assembly area(s) where students and staff will gather whenever the building is evacuated. Unless instructed otherwise by public safety officials, students and staff will gather by class and attendance will be taken. The names of any missing individuals will be relayed to search and rescue teams and public safety officials.

School Safety Management Team

Management Organization Chart
The Principal is the overall director of the School Safety Management Team and will appoint those members of the staff necessary to respond to issues of safety at the School and in the case of an emergency. Depending upon the nature of an emergency, additional administrative, teaching and support staff may also be part of the team, but may act only when assigned specific duties by the Principal.

Guidelines for Handling the Media
Whenever a natural disaster or crisis situation occurs, media coverage is a certainty. School staff and administrators are encouraged to follow these guidelines when dealing with the media. The School Principal should assign a school spokesperson to deal directly with the media.

- Develop a written statement for dissemination.
- Get the maximum amount of information out to the media - and thus the public - as rapidly as possible.
- Appoint a spokesperson (usually the principal).
- Keep the staff informed through one person.
- Be proactive with the media.
- Contact the media before they contact the school.
- Set geographic and time limits.
- Explain restrictions.
- Hold the press accountable.
- Create positive relations with the media before an emergency crisis occurs.
- Stress positive actions taken by the school.
- Announce new changes made after the incident has passed.

Annual Inspections
The School Principal, or his/her designee, with the assistance of local support personnel where necessary, will conduct an annual inspection for situations that pose potential hazards. Of particular importance is proper storage of chemicals and correct labeling of all containers. Failure of one or more of the utilities (electricity, gas, water) constitutes a condition that must be dealt with on a situational basis. A walk-through inspection of each area of each building will be conducted using a checklist of the following:

- Classroom
- Corridors
- Cafeteria
- Office
- Teacher's Workroom and Employee Lounge
- Restrooms
- Custodial
- Storage Room

- Yard (or Grounds)

Where multiple rooms of the same type are to be inspected (e.g., classrooms, offices), be sure to note the exact identification (e.g., Room 7; women's restroom). Complete each section of the checklist. Provide a brief description of the problem in the section provided.
Appropriate measures will be taken to correct the problem at the direction of the School Principal. When possible, personnel at the site (e.g., custodian) will handle corrections or repairs and may provide an estimate of the necessary repairs and corrections. The custodian or other buildings and grounds personnel will advise the School Principal, or his/her designee, of problems that cannot be corrected by site staff.

Parental Notification
In the case of an emergency requiring evacuation of the school site, parents will be notified as soon as possible. At the beginning of each school year, all parents will be asked to provide emergency contact information, sign an emergency medical release form for their child, and designate persons who are authorized to pick-up their child in the event of an emergency.

Classroom Safety Kits
Emergency and first aid supplies are necessary when an emergency or injury occurs at the school. Emergency and first aid supplies should be kept in the school's central office and in individual classrooms as needed. At the beginning of each school year, each classroom will receive a classroom safety kit. Suggested items in case of an emergency:

- Blankets
- Matches
- Pillows
- Bottled Water
- Flashlights
- Paper Towels
- Batteries
- Wet Ones
- Radio (battery operated)
- Sheets
- Candles

Suggested first aid items:

- Assorted Band Aids
- Gauze
- Sterile Water (for burns)
- Tape
- Scissors
- Tweezers
- Bandages
- Instant Ice Packs

- Ace Bandages
- Package of Sewing Needles
- Slings
- Anti-bacterial salve
- Steri-strips or butterfly stitches
- Disposable gloves
- Face masks
- CPR (disposable mouthpieces)
- Current first aid book

In case of an emergency evacuation, staff will take this kit to the evacuation site, along with an attendance sheet.

Suspension and Expulsion Policies

Students with an IEP:

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

MPS follows state and federal laws regarding discipline, including suspension and expulsion, of students with disabilities. See also Section D: Suspension and Expulsion Procedures for more information.

SUSPENSION AND EXPULSION PROCEDURES

"The procedures by which pupils can be suspended or expelled." **(Ed. Code § 47605(b)(5)(J).)**

GENERAL PROVISIONS

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

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

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

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

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the authorizer.

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

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

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify Los Angeles County Office of Education by submitting an expulsion packet immediately or as soon as practicable, which shall contain:

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

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

In accordance with E.C. 47605(J)

J) The procedures by which pupils can be suspended or expelled from the Charter School for disciplinary reasons or otherwise involuntarily removed from the Charter School for any reason. These procedures, at a minimum, shall include an explanation of how the Charter School will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

DISCIPLINE FOUNDATION POLICY

The following Student Suspension and Expulsion Policy (Policy) has been established in order to promote learning and protect the safety and well-being of all students at MSA 5. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating the Student Suspension and Expulsion Policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-Charter Schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This Policy shall serve as MSA 5's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements and are not material revisions. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

This Policy and its Procedures will clearly describe discipline expectations, and it will be printed, distributed and discussed with students and families as part of the Student/Parent Handbook which is sent to each student at the beginning of the school year and signed by their guardian.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

Positive Discipline

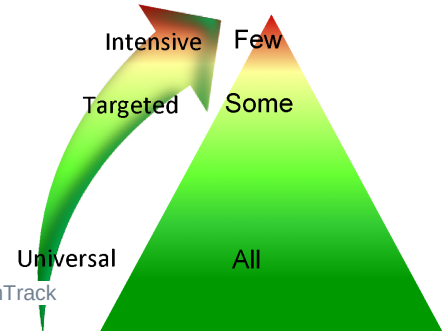
MSA 5 staff has committed itself to encouraging and supporting the attainment of academic skills as well as social skills, such as listening, friendship-making, problem solving, and alternatives to aggression. To inspire and encourage students to develop their potential in all of these areas, the following reinforcements will be used for positive behavior:

- Individual awards/recognition
- Classroom awards/recognition
- Certificates
- Displays
- Positive/Encouraging contact with parent/guardian (certificate, post card, phone message)
- Special activities (instructional field trips, movie nights, picnics, etc.)
- Publications
- Assemblies
- Positive points

Positive student behavior and improvements will be acknowledged and encouraged by the MSA 5 staff. Teachers will not only report discipline issues on the school information system, Infinite Campus or equivalent, but also positive behaviors and accomplishments. Parents will also be informed of positive behavior and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviors.

Alternatives to Suspension

To intervene in student behavior, MPS has a progressive discipline plan in place at MSA-5. This plan is published at the beginning of each school year in the Student/Parent handbook. The Student/Parent Handbook also includes a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the Charter School and parents will develop a partnership to help students achieve high academic and behavioral standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion. MSA 5 provides its staff with Professional Development in the area of restorative practices alternatives to suspension, and positive behavior supports.



As part of its Multi-tiered Systems of Support (MTSS) framework and Response to Intervention (RTI) Programs, MSA 5 implements Positive Behavior and Interventions and Supports (PBIS) to address student discipline issues including suspension. This tiered approach lists intervention strategies and programs based on the level of fractions.

MSA 5 implements prevention strategies for each tier as presented below:

Tier	Prevention Description
I. Primary (Universal)	Preventing the development of new cases (incidence) of problem behaviors by implementing high quality learning environments for all students and staff and across all settings (i.e., school-wide, classroom, and non- classroom).
II. Secondary (Targeted)	Reducing the number of existing cases (prevalence) of problem behaviors that are presenting high risk behaviors and/or not responsive to primary intervention practices by providing more focused, intensive, and frequent small group-oriented responses in situations where problem behavior is likely.
III. Tertiary (Intensive)	Reducing the intensity and/or complexity of existing cases (prevalence) of problem behavior that are resistant to and/or unlikely to be addressed by primary and secondary prevention efforts by providing most individualized responses to situations where problem behavior is likely.

MSA 5 believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following is a list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative detention, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SST, Principal/admin designee), assigning volunteer work/community service, Saturday school, and in-school suspension.

Grounds for Suspension

Jurisdiction

A student may be suspended for prohibited misconduct as identified below under the heading, “Enumerated Offenses,” if the act is (1) related to school activity; (2) school attendance occurring at MSA 5; or (3) a MSA 5 sponsored event. A student may be suspended for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

a) while on school grounds;

b) while going to or coming from school;

c) during the lunch period, whether on or off the school campus; or
d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

Discretionary Suspension Offenses

Students may be suspended for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in minor harm.

2. Willfully used force or violence upon the person of another, except self-defense resulting in minor injury.

3. Unlawfully possessed, used, or otherwise furnished nominal amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.

4. Unlawfully was under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.

5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

6. Committed or attempted to commit robbery or extortion.

7. Caused or attempted to cause damage to school property or private property resulting in negligible loss.

8. Stole or attempted to steal school property or private property.

9. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

10. Committed an obscene act or engaged in habitual profanity or vulgarity.

11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

12. Knowingly received stolen school property or private property.

13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

16. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

17. Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

18. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently offensive as to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

19. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

20. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating

or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
        ii. Causing a reasonable student to experience a detrimental effect on his or her physical or mental health.
        iii. Causing a reasonable student to experience interference with his or her academic performance.
        iv. Causing a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

    2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
        i. A message, text, sound, video, or image.
        ii. A post on a social network Internet Web site including, but not limited to:
            (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
            (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
            (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
        iii. An act of cyber sexual bullying.
            (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a

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

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

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

22. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to paragraphs 1 and 2 of this section.

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

Mandatory Suspension Offenses

Students shall be suspended when the following occur on school campus or at a school activity off campus, for any of the following reasons:

1. Possessing, selling, or furnishing a firearm, as defined in Section 921 of Title 18 of the United States Code.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committing a sexual battery, as defined in Penal Code Section 243.4.
5. Possession of an explosive, as defined in Education Code Section 48915(h).

Suspension Procedures

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended, by Principal or Designee, without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School Principal or Designee. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

MSA 5 assures that the process for investigating incidents and collecting evidence will be fair and thorough.

As an alternative to out of school suspension, MSA 5 utilizes in-school suspension as a way to redirect student choices and provide an opportunity to reflect in a space that ensures students will also be responsible for completing assigned academic work. The in-school suspension for students will be in a designated working area in the main office with access to a supervising administrator who holds a teaching credential. During in-school suspension, access to instructional materials will be coordinated by the admin designee. The admin designee will reach out to the students' teachers prior to the in-school suspension and the teachers will share the materials and assignments students will be working on while they are serving their in-school suspension. Since students have access to online platforms, students will be provided with a one to one device just like their peers to complete assignments. If the in-school suspension is related to a technology infraction, a hard copy will be provided as an alternative for having access to work and submitting assignments. Office staff will work alongside administrators to determine any accommodations students may need during their in-school suspension. For example, scheduled breaks, as well as providing breakfast and lunch for the student. A restorative justice team consisting of teachers and the admin designee will meet to develop a positive behavioral plan to support the student during and after the in-school suspension. This plan is shared with parent/ guardian when informing them of the in-school suspension and parent/ guardian feedback is also welcomes regarding follow up support for their child. In addition to the meeting, a form will be provided to families regarding the in-school suspension and the parent can sign giving their acknowledgment of the in-school suspension guidelines. A student may be suspended in-school for a maximum of five school days per incident and a maximum of 20 school days per academic year.

During the in-school suspension, the admin designee will work directly with the student and together they will create a plan for how to re-enter the school environment following an incident. There will

also be additional support added during this reflection time which may include speaking to a counselor. Every incident is unique and should there be an opportunity to restore the relationship and redirect the student's actions during the in-school suspension, this connection and established trust will be leveraged. In an effort to ensure the safety of all stakeholders, the following offenses may result in in-school suspension:

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence,
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel,
- Made terrorist threats against school officials or school property, or both.

The above-mentioned offenses are addressed in a serious manner and depending on the details may not be able to be rectified with an in-school suspension. The school administrator will report the incident to the appropriate authorities under the direction of the local authorities who will assess the level of risk and will act in accordance with the recommendations. The authorities will determine whether or not the situation should be handled "administratively" or by the police. The administrative team will then move forward with the appropriate support. In order to comply with Ed Code Section 48900, the school administrator will notify all stakeholders by the end of the school day.

Notice to Parents/Guardians

At the time of the suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing, by the Principal or Designee, of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may return to school and will provide information about the appeal right and process. If Charter School administrators wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice will request that the parent/guardian respond to such requests without delay.

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code Sections 48903, 48911, and 48912) The expulsion process shall not take longer than 30 days from the first day of the initial suspension. Disciplining students with Disabilities is outlined in the section below.

Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made, verbally or in writing, to the Principal and heard by a Reflection Committee.

The Reflection Committee is an advisory committee to the Principal, trained quarterly in restorative practices and PBIS, and will be comprised of at least one school administrator, and at least two teachers, and may also include a non-certificated employee. Current teachers of the student are not eligible to participate as a member of the Reflection Committee. All Reflection Committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the Reflection Committee is final. Based on the information submitted or requested, the Reflection Committee may make one of the following decisions regarding the suspension:

- Uphold the suspension
- Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings. The Charter School administrators shall make arrangements to provide the student with classroom materials and assignments for the duration of student's absence. Student will be provided the opportunity to make academic progress, make up assignments, and earn credit missed.

Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Sections 35253 and 49076 and 5 CCR 16024.

Recommendation for Placement/Expulsion

Upon a recommendation of Placement/Expulsion by the Principal, the student and the student's parent/guardian or representative will be invited to a conference with school site administrators to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Principal or Designee has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian or representative, unless the student and the student's parent/guardian or representative fail to attend the conference, at which time the school shall proceed with the extension.

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

Access to Education

For suspensions that are not pending an expulsion hearing, the Charter School shall make arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For suspensions pending an expulsion hearing, the Charter School shall be responsible for the appropriate interim placement of students. Please see "Interim Placement" below for details.

Grounds for EXPULSION

Jurisdiction

A student may be expelled for prohibited misconduct, that are described below under the heading, "Discretionary Expellable Offences and Mandatory Expulsion Offenses," if the act is (1) related to school activity; (2) school attendance occurring at MSA 5 or at any other school; or (3) a MSA 5 sponsored event. A student may be expelled for offenses that are described below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

a) while on school grounds;
b) while going to or coming from school;
c) during the lunch period, whether on or off the school campus; or
d) during, going to, or coming from a school-sponsored activity.

The length of an expulsion is addressed above, under "Rehabilitation Plans."

Discretionary Expellable Offenses

Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in serious bodily harm.

2. Willfully used force or violence upon the person of another, except self-defense resulting in serious bodily injury.

3. Unlawfully possessed, used, or otherwise furnished significant amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.

4. Unlawfully under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

6. Committed or attempted to commit robbery or extortion in excess of $1,000.

7. Caused or attempted to cause damage to school property or private property in excess of $1,000.

8. Stole or attempted to steal school property or private property in excess of $1,000.

9. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

10. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

11. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

12. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

13. Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

14. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

15. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

16. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

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

    i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
        ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
        iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
        iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

    ii. "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
        i. A message, text, sound, video, or image.
        ii. A post on a social network Internet Web site including, but not limited to:
            i. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
            ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
            iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
    iii. An act of cyber sexual bullying.
        i. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a

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

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

2. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

18. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to paragraphs 1 and 2 of this section.

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

Mandatory Expulsion Offenses

1. Possessing, selling, or furnishing a firearm, as defined in Section 921 of Title 18 of the United States Code.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committing a sexual battery, as defined in Penal Code Section 243.4.
5. Possession of an explosive, as defined in Education Code 48915(h).

Expulsion Procedures

Authority to Expel

If determined necessary upon the referral by the discipline committee; a student may be expelled by an Administrative Panel following a hearing before it. The Administrative Panel will include three or

more certificated persons, none of whom have been members of the Board or on the staff of the Charter School in which the student is enrolled. It is important for the Administrative Panel members to have experience in education law and student discipline. Typical Administrative Panel members include teachers, school administrators and Home Office Chiefs/Directors. The Home Office will coordinate all administrators and teachers who serve on the Reflection Committee at their school sites to be "on call" for a particular month should their presence be needed at an Administrative Panel hearing. A member who served on the Reflection Committee may not serve on the Administrative Panel for the same student. The Administrative Panel may expel any student found to have committed an expellable offense.

A decision to expel a pupil for an expellable offense shall be based on a finding of one or both of the following:

(1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
(2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

The process for investigating incidents and collecting evidence will be fair and thorough.

Expulsion Hearing

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

After an Administrative Panel hears the case, it will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of MSA 5's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;

7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

MSA 5 may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the complaining witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the complaining witness, shall be made available to the Panel.

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

or influence the witness in any way. Nothing shall preclude the presiding entity from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

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

Record of Expulsion Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

If the Administrative Panel decides not to expel, the student shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal or designee following a decision of the Administrative Panel to expel shall send written notice within 30 days of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense(s) committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with MSA 5
3. The reinstatement eligibility review date; a copy of the rehabilitation plan; the type of educational placement during the period of expulsion, and notice of appeal rights/procedures
4. Information regarding rights to, how, timelines, and to whom a student/parent may appeal an expulsion decision

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

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

Disciplinary Records

MSA 5 shall maintain records of all student suspensions and expulsions at MSA 5. Such records shall be made available to the District upon request.

Expulsion Appeals

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

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within ten (10) calendar days of receipt of a timely written request for an appeal.

At the hearing on the appeal, the student or his/her representative shall have the right to present evidence. The Board will consider the evidence and/or testimony presented to the Administrative Panel as appropriate and will render a contemporaneous written decision, which shall be immediately

communicated to the appellant at the conclusion of the hearing, in the best interest of the student and the Charter School. That decision shall be final.

Interim Placement

The Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students, including, but not limited to, programs within the County or their school district of residence.

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

Readmission/Reinstatement
The decision to readmit a pupil previously expelled from MSA 5 shall be at the discretion of the Governing Board following a meeting with the Principal or designee, the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil continues to pose a threat to others or will be disruptive to the school environment. The Principal or Designee will make a recommendation to the Board following the meeting regarding his/her recommendation. The Board shall then make a final decision regarding reinstatement during closed session of a public meeting, reporting out any actions taken during closed session as required of the Brown Act. The pupil's readmission is also contingent upon MSA 5's capacity at the time the student seeks readmission. These procedures will be made available to the pupil and his/her parent or guardian at the time the expulsion order is issued.

Rehabilitation Plans
Pupils who are expelled from MSA 5 shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order. The rehabilitation plan includes improved behavior, attendance, and academic performance and shall include a date no later than one (1) year from the date of expulsion when the pupil may apply to MSA 5 for readmission.

MSA 5 shall mail written notification to parent/guardian within thirty (30) days prior to the end of the expulsion term. This notice will request the parent or guardian to submit written documentation to the school showing that the student has met the conditions of the rehabilitation plan. The board shall review these documents and make a final decision regarding reinstatement. If the student does not meet the requirements of the rehabilitation plan as determined by the board, the board will revisit at a later date not to exceed one (1) year.

ADDITIONAL PROVISIONS

Bullying

Bullying is listed as an offense for which a student may be suspended or expelled. The Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code Section 234 *et seq*. MPS' policy on bullying prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified in the definition of hate crimes. MPS' process for receiving and investigating complaints includes complaints of discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified, and a requirement that Charter School personnel who witness such acts take immediate steps to intervene when safe to do so, a timeline to investigate and resolve complaints, and an appeal process.

Procedures for Notifying Teachers about Dangerous Pupils

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in Infinite Campus. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the school or origin regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential.This information is also forwarded to all administrators and the student's counselor.

1. The School Principal will inform teachers and other relevant staff of students who are defined as dangerous as set forth in the California Education Code sec. 48900, including the exceptions to this rule provided therein. The School will provide this information to the teacher based upon any records that the school maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this Section. The School is not civilly or criminally liable for providing information unless it is proven that the information was false and that the School employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

2. Any information received by a teacher pursuant to this Section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

This notification will be provided on our school letterhead:

To: ALL CERTIFICATED STAFF
From: **Admin**
Re: Student Suspension Information

Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in Infinite Campus. *The information provided is for the student's current teachers only. All information regarding suspension and expulsion is* ***CONFIDENTIAL****, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*
The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

E.C. 48900 **(a)(1)** Mutual fight **(a)(2)** Assault/Battery
(b) Possessed, sold or furnished dangerous object
(c) Controlled substance/alcohol
(d) Imitation controlled substance
(e) Robbery/extortion
(f) Vandalism
(g) Theft
(h) Tobacco/nicotine products
(i) Obscene act, habitual profanity/vulgarity
(j) Drug paraphernalia
(k) Disruptive/willfully defiant behavior (grades 4-12)
(l) Received stolen property
(m) Imitation firearm
(n) Sexual assault or battery
(o) Harassed/threatened witness
(p) Sale of soma
(q) Hazing
(r) Bullying/cyberbullying
(t) Aiding and abetting

E.C. 48900.2 Sexual harassment (gr 4-12)
E.C. 48900.3 Hateviolence(gr 4-12)
E.C. 48900.4 Severe or pervasive harassment, threats and intimidation (grades 4-12)
E.C. 48900.7 Terrorist threats against school officials or property
E.C. 48915 (a)(1)(A) Serious physical injury
(a)(1)(B) Possession: knife or dangerous object
(a)(1)(C) Controlled substance
(a)(1)(D) Robbery or extortion
(a)(1)(E) Assault/battery of school employee
E.C. 48915(c)(1) Possessing, selling, furnishing firearm
(c)(2) Brandishing a knife at another person
(c)(3) Selling a controlled substance
(c)(4) Committing or attempting to commit sexual assault or battery
(c)(5) Possession of an explosive

If you have any questions or want more information, please see me.

SAMPLE
Confidential
Memorandum

To: _____, Teacher
From: _____,Principal
Date:

Re: Students having committed specified crime

The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.
Principal

Sexual Harassment Policy

Policy Prohibiting Unlawful Harassment

MPS is committed to providing a work and educational atmosphere that is free of unlawful harassment. MPS's policy prohibits sexual harassment and harassment based upon race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner

status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state, or local laws. MPS will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment:

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment:
In accordance with existing discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

MPS is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law. Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a policy, productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal (or MPSCO Human Services for MPSCO employees).

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults and
  - intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

Unwanted sexual advances, propositions or other sexual comments, such as:

- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:

- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate MPS Policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation in an investigation, filing of a complaint or reporting sexual harassment.

MPS will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

Sexual Abuse and Sex Trafficking

MPS will collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to ensure that the school site is prepared to address the threat of sexual abuse and sex trafficking in accordance with EC 49380.

Harassment and Discrimination

Harassment and Discrimination are prohibited. They include the following:

- Verbal Threats
- Threatening Behavior
- Hazing
- Intimidation
- Gang Behavior
- Fights

Policies for dealing with harassment and discrimination are described in the *MPS Employee Handbook* and *MPS Student-Parent Handbook*.

If harassment or discrimination occurs, school staff should:

1. Evaluate the seriousness of the situation and determine the level of assistance needed. If intervention is required, contact support staff. Where threats of serious bodily injury and/or weapons are involved, call 911.
2. Identify the parties involved and give specific verbal directions to discuss the situation. Where a physical altercation is occurring, or is about to occur, call for staff support and immediately separate the parties involved.
3. Document the incident, including the names of witnesses and any statements.
4. Give incident reports to the School Principal, or his/her designee, as soon as possible.

The School Principal, or his/her designee, should:

1. Assess the seriousness of the incident. If assistance is needed, call necessary support staff. Where a threat of serious bodily injury or weapons is involved, call 911.
2. Identify the parties involved.
3. Seek written documentation from witnesses.
5. Determine disciplinary consequences. See *MPS Employee Handbook* and *MPS Student-Parent Handbook*.
6. Determine what intervention or follow-up is necessary, including reference to a school counselor, psychologist, or local law enforcement.
7. Notify parents or legal guardian and appropriate school personnel of incident.
8. Complete a report with a description of the incident and include the names of witnesses and any statements. Summarize the disciplinary procedures used in resolution of the incident.

Internal Complaint Review

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the CEO or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment are addressed under the School's "Policy Against Unlawful Harassment."

Internal Complaints:

(Complaints by Employees Against Employees)

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

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with your direct supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal (or the CEO (or designee) for MPSCO employees):

- The complainant will bring the matter to the attention of the Principal (or the CEO (or designee) for MPSCO employees) as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and

- The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal (or the CEO for MPSCO employees) (or designee) will then investigate the facts and provide a solution or explanation;

- If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the CEO (or designee.) The CEO (or designee) will then investigate the facts and provide a solution or explanation;

- If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to the President of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

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

Policy for Complaints Against Employees:

(Complaints by Third Parties Against Employees)

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

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

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

- The Principal (or the CEO) (or designee) shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.

- In the event that the Principal (or the CEO) (or designee) finds that a complaint against an employee is valid, the Principal (or the CEO) (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or the CEO) (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

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

General Requirements:

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

- Resolution: The Board (if a complaint is about the CEO) or the CEO (if a complaint is about the Principal or MPSCO employees) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

HARASSMENT COMPLAINT FORM

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

If you are an employee of the School, you may file this form with the Principal (or CEO (or Board President.))

Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

MPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

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

Your Name: _____ Date: _____

Date of Alleged Incident(s):

_____

Name of Person(s) you believe sexually harassed you or someone else: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

_____

_____

_____ _____

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Date: _____ Signature of Complainant _____

Print Name _____

Received by: _____ Date: _____

COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged
Incident(s):_____

Name of Person(s) you have a complaint
against:_____
_____

List any witnesses that were present:
_____
_____

Where did the incident(s) occur?
_____

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

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this

complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____
Signature of Complainant

_____
Print Name

To be completed by School:

Received by: _____ Date: _____

Staff/Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member’s perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- Giving students a ride to/from school or school activities;

- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- Remarks about the physical attributes or development of anyone;
- Excessive attention toward a particular student;
- Sending emails, text messages or letters to students if the content is not about school activities. Acceptable and Recommended Staff/Student Behaviors:
- Getting parents' written consent for any after-school activity;
- Obtaining formal approval to take students off school property for activities such as field trips or competitions;
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
- Keeping the door open when alone with a student;
- Keeping reasonable space between you and your students;
- Stopping and correcting students if they cross your own personal boundaries;
- Keeping parents informed when a significant issue develops about a student;
- Keeping after-class discussions with a student professional and brief;
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
- Involving your supervisor if conflict arises with the student;
- Informing the Executive Director about situations that have the potential to become more severe;
- Making detailed notes about an incident that could evolve into a more serious situation later;
- Recognizing the responsibility to stop unacceptable behavior of students or coworkers;
- Asking another staff member to be present if you will be alone with any type of special needs student;
- Asking another staff member to be present when you must be alone with a student after regular school hours;
- Giving students praise and recognition without touching them;
- Pats on the back, high fives and handshakes are acceptable;
- Keeping your professional conduct a high priority;
- Asking yourself if your actions are worth your job and career.

School–wide Dress Code Prohibiting Gang-related Apparel

Disruption and/or intimidation caused by the wearing of any type of clothing/jewelry or by writing of any signs identified as or associated with gangs is not permitted on campus at any time. No gang activity or gang association will be permitted at school or school sponsored activities. Gang symbols on notebooks, lockers, book bags, etc. are not permitted and will be documented.

DRESS CODE

MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. Students will not be allowed to enter the campus if they are not in proper uniform. This uniform policy will be enforced, without exception, from the very first day of school. Please cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on your understanding and your parents' and/or guardians' support in helping to maintain this uniform policy and follow it daily.

In addition to wearing the school uniform, MPS requires that you follow these additional guidelines in terms of uniform appearance and personal appearance. If you are still unsure about how you should look, or how the uniform should fit, check with administration. Religious head coverings shall be permitted. **If any aspect of the uniform, including clothes, shoes, jewelry, cosmetics, or any type of body adornment, is not explicitly listed as acceptable in this handbook, then that item is not permitted to be worn when the student is at school or representing the school.**

If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to obtain written permission from the school's administration.

MPS STUDENT UNIFORM POLICY

Pants, shorts, skirts, skorts, or capris are acceptable.

Pants/Skirts/Skorts/Shorts:

May not be baggy or tight fitting. May not be rolled at waist. Waist size must be same as student's waist size. Top of garment must be at or above hip bone.
Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.
Skirts that are above the top of the kneecap should be worn with leggings/tights, and must be no shorter than the longest fingertip.
Pants may not be made from legging or jegging material.
Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle.
The bottom of the skirt, skort, and/or shorts must be no higher than 1 inch above the middle of the kneecap when the student is standing.
Socks may not be worn over pants.
Rubber bands are not allowed on the bottom of pants or ankles.
No Jean style pants.
No Cargo pants/shorts.
Must have a built in pocket not a sewn on pocket.

Undergarments:

Should not be noticeable through or outside of clothing, tops and bottoms.

Uniform:

Woven Shirt or Polo Shirt must be tucked in neatly at the waist at all times on campus, inside and outside. These shirts may not fit tightly or be baggy.
Undershirts must be short-sleeved if worn.
The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.
Under shirt may not hang out of sleeves.

Shoes:

Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoe laces must match shoes and be in solid color.

Jewelry and accessories/Cosmetics:

Should be modest, appropriate for school, and not attract undue attention.
Necklaces: If worn must be underneath uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in collar of shirt.
No "glitter", decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform.
Facial, tongue, and body piercing are not allowed.
Bracelets: Must be tasteful and not attract undo attention.
Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.
Cosmetics must be appropriate for school and not attract undue attention.

- No brightly colored or glitter eye shadow, or blush.
- Mascara and eyeliner should be minimal.
- Lipstick should be a natural color.
- Earrings must be studs or one (1) inch hoops and worn on earlobe.

Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue.

Belts (required for all variations of dress uniform):

Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal).

The buckle may only have one catch.

Belt must be of correct waist size, so that there is minimal excess length (less than five inches).

Any excess length of belt must be tucked through a belt loop and may not hang down.

TOP

White, gray, black or navy blue polo shirts must have the school logo. They may be either short or long sleeved.

Hoods may not be worn at school.
Top of garment must be no lower than the level of the navel when student is standing. Top of garment must be at or above hipbone when student is standing up.

FOOTWEAR

The majority of the shoe must be black, brown, white or gray. Small logos are acceptable. (Shoes must be closed toe.)

"Athletic" shoes for the dress code must be completely black, white or brown.

Plain, unadorned socks or tights (for girls) must always be worn. Color of socks or tights: Black, dark brown, navy blue, or white

No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

PE UNIFORM

TOP: Students will wear a solid gray t-shirt, preferably with the MPS logo. MPS sweatpants and MPS sweatshirts may also be worn during PE.

BOTTOM: Properly fitting MPS Navy shorts of comfortable length for active participation. Waist size of shorts must be appropriate to student's waist size. The same rules which apply to the level at which the tops of the dress pants are worn, also apply to PE shorts.

FOOTWEAR: Any athletic shoes suitable for basketball, tennis, and field sports. PE shoes may be the same black athletic shoes discussed in the dress uniform section.

OUTERWEAR

Hats, hoods, caps, and other headgear may not be worn in school buildings, except for religious head coverings. No gloves or finger lacing of any sort are allowed.

For colder weather:

MPS Navy Crew-Neck and zip V-Neck Sweatshirt, and Jackets are recommended and preferred to be worn on campus, inside and outside.

Sweatshirts and jackets must be solid navy blue or gray.

Procedures for Safe Ingress and Egress from School

Maps are available in our front office to facilitate with the safe comings and goings of pupils, parents, visitors and school employees to and from school. In addition, evacuation maps and routes are located in the front office.
***Please see school map at bottom of this Safety Plan**

Visitors and guests are welcome at the school. However, to safeguard students and staff, reasonable precautions should be taken.

Visitors should:

1. Always report and sign in at the office.
2. Be provided with a visitor's badge.

3. Be prepared to provide identification to school personnel.
4. Respect school rules.

School personnel should:

1. Insure all exterior doors are marked with a notice to visitors to first report to the office.
2. Exterior doors should remain locked, except doors near the office area.
3. Staff should receive training on how to greet visitors. The first question is "May I help you?"
4. Someone should greet every visitor.
5. Any intruder found roaming the building should be escorted to the office. Someone can then provide any additional information or directions. (NOTE: An intruder is anyone without a visitor's badge or lacking visible identification stating who they are, i.e., school employee)

Visitors who fail to comply with school procedures:

1. Should verbally be informed they are in violation of school policy. (Example - "Sir, you must report to the office immediately. If you fail to do so, you will be considered a trespasser, and school security will be called.")

2. If this fails:

- Notify the office of the situation.
- Follow the person, if possible, and continue to give notice of the violation of school rules.

3. Police should be notified, or call 911.
4. Office should activate building-wide notification plan concerning intruder:

- PA announcement using pre-determined code phrase.
- Classroom doors should be closed.
- Students should remain in current areas.

Procedures to Ensure a Safe and Orderly Environment

The Social Climate and the Physical Environment
The Social Climate and The Physical Environment are two components used to identify our school's strengths, areas of desired change and future plans.

Our staff believes that safety and education is a shared responsibility between parents, teachers and students. The successful operation of this school depends on the cooperation of everyone concerned. Each group is responsible for doing its part to make school a place where we can learn, be safe and play together in harmony.Everyone has the right to feel safe, secure, and accepted regardless of color, race,gender, popularity, ability, religion or nationality. Our handbook allows us to share our vision with the students and parents of our team.

MPS is a reflection of all of us. All of our policies are intended to provide a safe and orderly environment that will be conducive to learning. Our faculty and staff look forward to sharing their expertise in academics, special programs, and extracurricular activities.We encourage you to get to

know the school, its programs, activities, and schedule. Become an active participant in your education. Get involved through classes, clubs, and activities.

MPS is aware of the fact that a school environment is viable only with clearly defined and implemented rules. MPS compiled the student-parent handbook, which addresses the schools regulations and policies to set a standard.

Mission and Vision

MPS provides a college preparatory educational program emphasizing science, technology, engineering, arts and math (STEAM) in a safe environment that cultivates respect for self and others. MPS's vision is that graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.
MPS has identified the following core values, which are reinforced through the Life Skills curriculum, student learning outcomes (SLOs), and all school activities.

Excellence

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

Innovation

Students will have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest and career plans will support students' college and career readiness. This will include student participation in their four-year plans, after school enrichment programs, STEAM program choice options, adaptive assessments and blended learning strategies, differentiated instruction and differentiated and adaptive assessments.

Connection

School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, community cultivates identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, field trips, life skills classes and coaching to support our overall community-based goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long-term resilience and connection.

Effective Communication:
When issues or concerns arise with a teacher, staff member or administrator, students and parents are encouraged to address the situation with the person involved first.
If students express that they are having a problem at school, it is important for parents to understand the best way to address these problems. If the problem involves a classroom situation or a situation with a teacher, the following remedies are recommended:

1. Parents should encourage their child to talk with the teacher.
2. Parents can encourage their child to talk with an administrator.
3. If the child is reluctant to talk with a teacher or administrator, a parent may offer to accompany their child and talk with the teacher.

It is very important to demonstrate to children how to actively and constructively solve a problem. If the problem is important enough for the child to talk about, it is important for the child to learn how to be a part of the solution.
If parent feels there is a concern they should:

1. Talk with the teacher. Teachers can explain classroom situations from an adult perspective and from a professional perspective, and usually that will resolve misunderstandings.
2. If the problem persists after a reasonable time, talk with the teacher again.
3. If the problem is still not resolved, make an appointment with the related administrator.

For example, if you are unsure of a decision made in the classroom about a consequence given for a behavior, you should discuss the situation with the teacher first. If after this discussion, you feel the situation is unresolved, it should be brought to the attention of the Dean of Students. If it is still not handled to your satisfaction, the Principal should be notified.

If after meeting with the Principal, you still have concerns, MPS Central Office and the MPS Board and, after that, the School District/County/State would be the next avenue of communication.

Teachers, staff, and administration are available through email, phones, in person and by appointment. Due to the busy schedules of the teachers and administration, parents are asked to not "drop in" for appointments, but to set up a meeting in advance. Parents should not talk to teachers, other parents, students, or administrators in a disrespectful or threatening manner.
Students' Rights and Responsibilities:

- To be informed of all school rules and regulations.
- To have access to your student account in Infinite Campus.
- To have a safe and educational environment.
- To attend class regularly and on time.
- To obey school rules and regulations.
- To respect your rights and the rights of your peers.
- To be familiar with school policies, rules and regulations.
- To be prepared for class with appropriate materials and ready to work.
- To respect all school personnel and their authority (administrators, teachers, office personnel, janitorial staff, security guards, etc.).

Parents' Rights and Responsibilities:

- To be informed of the school's rules and regulations.
- To be informed of all school actions related to their child.
- To have access to your personal parent accounts in Infinite Campus.
- To contact school to participate in conferences pertaining to academic and behavioral status of their child.
- To provide a supportive environment at home making sure their child gets enough sleep and adequate nutrition before coming to school.
- To be familiar with school policies, rules and regulations.
- To contact teachers directly via phone or email to schedule a conference.
- To be familiar with the handbook, which was signed at the beginning of the school year.
- To monitor your child's academic progress and behavior records on a weekly basis.
- To ensure that your child does his/her homework on a daily basis and to facilitate a home environment conducive to home study.

Teachers' Rights and Responsibilities:

- To expect students to behave in a positive manner that will not interfere with other students' learning.
- To expect parental support related to academic and social progress.
- To expect all students to participate and put forth effort in order to expand their education and earn a passing grade.
- To be familiar with school policies, rules and regulations.
- To inform parents through progress reports, report cards, and conferences about the academic progress and behavior of their child.
- To conduct a well-planned and effective classroom program.
- To initiate and enforce a set of classroom rules, consistent with the school's behavior policies.
- To keep assignments, grading, and attendance current in Infinite Campus.
- To have administrative support for reflection in and outside the classroom. To explain the Student Code of Conduct and Bullying Policy to their students.
- To enforce the Student Code of Conduct and Bullying Policy in a consistent manner.
- To function as a positive role model for their students.
- To contact parents as deemed necessary to enforce the Student Code of Conduct and to maintain parent/guardian involvement.

Administrators' Rights and Responsibilities:

- The right to address the Board of Trustees on any issue.
- To hold students to strict accountability for any disorderly conduct in school or around school.
- To take appropriate action in dealing with students who choose not to follow the rules.
- "All students shall comply with the regulations, pursue the required course of study, and submit to the authority of teachers of the school." Education Code, § 48900 et seq.
- To recommend in-school suspension, suspension, or expulsion as the situation demands.
- To provide rich leadership that will establish, encourage and promote effective teaching and learning.
- To be familiar with school policies, rules and regulations.
- To establish, promote, and enforce school rules that facilitate effective learning and positive habits and attitudes of excellent citizenship among students.

Infinite Campus provides the following information:

1. Attendance: Each student's attendance (tardy/absence) is recorded daily (by each teacher) in 'real-time.' This is one method our parents can monitor their child's attendance in each class daily.
2. Grades: Our teachers input all academic grades online for each assignment, quiz, and examination.
3. Behavior: Each student receives a 'Behavior" grade that is recorded on Infinite Campus.
4. Homework/Assignments: Our teachers upload and document all homework assignments on Infinite Campus. This information is useful for students who were absent from class and also provides a reminder for those who may have forgotten to record their homework assignment for a course.
5. Point System: we believe that students should be rewarded for good work, positive behavior and exuding the school's expected school-wide learning results which students earn points and are recorded on Infinite Campus. The Infinite Campus point system serves as an incentive program that our teachers use to encourage students to improve.
6. Communication: Infinite Campus provides another effective method for parents, students and teachers and the school's leadership team to communicate online and leave messages that are documented through a communication log. The types of communications include but are not limited to: informing parents about their child's academic progress, progress reports, mandatory tutoring letters, announcements, articles posted on the school's website, honor roll, behavior, recognition of perfect attendance, upcoming Parent Task Force meetings/events, and upcoming awards for recognition. Also, teachers can post updates, upcoming deadlines and leave messages for students and parents using Infinite Campus. For parents who do not have access to a computer, the front office has a computer available for their use anytime during school hours and after-school. Infinite Campus provides yet another way for our parents to become involved in their child's education, and our teachers have the support of the families in doing so.
7. Parent Square: Parent square is another form of communication that allows parents, students, and teachers and the school's leadership team to communicate.

Our Graduates will be:

Critical Thinkers who:

- Apply, analyze, identify, synthesize and evaluate information and experiences.
- Connect the skills and content learned across the curriculum and evaluate multiple points of view.
- Use the Inquiry Process to address a problem, hypothesize, analyze, and draw conclusions as they investigate an issue/problem.
- Utilize Problem-solving techniques during conflict resolution and to compromise.

Effective Communicators who:

- Demonstrate effective oral and written communication skills through the use of Academic Language at school, with peers and in the community.
- Demonstrate Content area and grade level achievement in Reading, Writing, Mathematics, History and Science.

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

21st Century Scholars who:

- Use technology effectively to access, organize, research and present information.
- Demonstrate the ability to integrate technology as an effective tool in their daily lives.
- Have developed an academic plan with goals to guide them in their pursuit towards a college degree and career choices (planning).
- Have a clear understanding of college readiness so that in high school, they will be prepared to complete the UC A-G Course Requirements and meet college eligibility requirements.

Socially Responsible Global Citizens who:

- Embrace and respect cultural diversity through the understanding of our Global World.
- Demonstrate knowledge and understanding of American and World History and the values of different cultures.
- Contribute to the improvement of life in their school and local community through Leadership skills and participation in Community Projects.
- Demonstrate knowledge of proper nutrition, exercise and physical health and its impact on daily life.

Life Skills

Our ESLR's are also integrated and further reinforced in our weekly Life Skills Course, a requirement for all students in grades 6-8. Each year, the Principal will join the other principals from all Magnolia Public Schools to collaborate to discuss and reflect on the impact of the Life Skills Curriculum, the school's mission, vision and school culture. Based on the discussion and feedback, the curriculum is revised to support the school's culture and engage all students while creating a safe and respectful learning environment for all students.

The Life Skills Curriculum addresses the following issues/topics as part of the curriculum:

- Patterns of Success (Essential skills to prepare for College & Academic Success)
- Respect
- Conflict Resolution (Addressing teen issues including Bullying, Cyber bullying, Peer Pressure)
- Making Responsible Choices (Ethics, Drug/Alcohol Awareness/Prevention)
- Citizenship (Democratic Values)
- Human Relations (Social Interactions)
- Personal Qualities (Core Values)
- Self-Reflection (Developing a positive attitude)

Life Skills is an enriching course that provides our students with valuable skills to excel academically and socially in the 21st century. The teacher leads the course, and then students participate in activities/projects to demonstrate their understanding of the material and answer questions posed. In addition, our instructors have guest speakers and utilize various forms of technology to engage students in the course content.

Parent Task Force (PTF)

Our parent association holds annual elections for the following positions: President, Vice President, Treasurer, and Secretary. Approximately 20% of our parents continuously attend monthly PTF meetings. Our PTF supports our school and students through fundraising, recruiting volunteer for our school, and student outreach/recruitment. The purpose is to support the school staff and students in the school's areas of needs and as family to create a community within our school. Our goal is to increase the percentage of parents attending. We understand that our parents lead hectic lives so we are having parent meetings in the evenings to help facilitate ease of parent participation and coordinate better with work schedules.

Professional Development

Professional development occurs on a regular basis to address the diverse needs of our students and their various learning styles. Prior to the start of the academic school year, teachers receive extensive trainings on school wide academic expectations and how to meet the needs of all learners. Teachers are trained on the rules and regulations students are expected to uphold, including but not limited to illegal substances (drugs, alcohol, and related paraphernalia) and the risks and factors related to this. Also, trainings on bullying awareness and bullying prevention occur throughout the school year to help minimize bullying related altercations. We collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in accordance with EC 49380 effective January 1, 2015

Physical Environment

Our school provides a safe, healthy, and nurturing environment characterized by trust, caring and professionalism. We have adopted and implemented a comprehensive set of health, safety, and risk management policies to create a safe and secure learning environment. These policies comply with all applicable state and local health and safety laws and regulations. It is the responsibility of the on-site school administration to consistently monitor all activities to ensure safety and security of the students. Parents and students are also made aware of these policies as it regards to them in the form of student and parent handbooks. We are dedicated to enforcing school functions as a drug-free, alcohol-free, and tobacco-free zone, as well as a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyber bullying via school-wide assemblies and individual guest speakers. All staff members are mandated reporters in case of child abuse or violence. Emergency safety plans have been written up to address emergency situations (e.g. natural disasters and fires). Each classroom is equipped with a copy of these plans and disaster drills are practiced throughout the year.

- Goal(s): All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.
- Objective 1: Quarterly all employees will review the policies and procedures as noted in the comprehensive safe schools plan.
- Related Activities: Review regularly during Professional Development, committee meetings and safety meetings.
- Resources needed: Safety plan,
- Person(s) responsible for implementation: Designated administrator, safety committee
- Timeline for implementation: August 2019

- Budget: None
- Evaluation guidelines: Surveys, Feedback from stakeholders
- Goal(s): Maintain and upkeep a safe school campus
- Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.
- Related Activities: Teachers can report concerns during weekly staff meetings.
- Resources needed: Walk-thru form, building supplies
- Person(s) responsible for implementation: Plant manager
- Timeline for implementation: August 2019
- Budget: Refer to schools annual budget
- Evaluation guidelines: Surveys, Feedback from stakeholders

The Physical Environment-Place (Component 2)

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The Social Climate and the Physical Environment (Continued)

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Parent Task Force (PTF)
Our parent association holds annual elections for the following positions: President, Vice President, Treasurer, and Secretary. Approximately 10% of our parents continuously attend monthly PTF meetings. Our PTF supports our school and students through fundraising, recruiting volunteer for our school, and student outreach/recruitment. The purpose is to support the school staff and students in the school's areas of needs and as family to create a community within our school. Our goal is to increase the percentage of parents attending. We understand that our parents lead hectic lives so we are having parent meetings in the evenings to help facilitate ease of parent participation and coordinate better with work schedules.

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Rules and Procedures on School Discipline

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

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

Breakfast/Lunch Time:
• Proceed to the eating area as instructed by MPS staff.
• Eat and finish their breakfast/lunch in the assigned area. No food should be eaten outside the designated areas.
• Wait patiently for their food, and follow the direction of the adults on duty.
• Clean up after themselves and dispose of their trash in the appropriate area.
• Remember that they are not allowed in the school building without a pass.

Remember that restroom use is at the discretion of the security guard/supervisor staff. Students must carry a pass that is given to them by security guard/supervisor staff.

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

• Not use or have cellular phones turned on during school hours; students are allowed to use cellular phones only in the designated area after school. Phones should not be used during after school programs, such as tutoring.
• Remember that any electronic devices seen during class time will be confiscated and returned to the student's parents/guardians at the discretion of administration.
• Remember that gum chewing is not allowed anywhere on campus.
• Never ride bicycles, use roller blades or skateboards on campus nor bring them to class.
• Not leave campus without permission during school hours.
• Not use matches, lighters, or any type of explosive incendiary device on campus.
• Remember that no electronic devices such as CD/MP3/IPOD players may be visible or used on the campus grounds.
• Students are not allowed to loiter in the hallways.

Assemblies:
• Be courteous and quiet during the entire assembly.
• Be respectful to the presenter/speaker.
• Follow all teacher/staff directions.
Field Trips: Students must:
• Be on their best behavior. Pay attention to the directives given by the moderator and trip leader.
• Follow all school rules pertaining to behavior.
• Wear MPS uniform unless authorized by administration.

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

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

Classroom:
• Be seated and ready to begin their assignment when the bell rings.
• Be courteous to all teachers and students.
• Follow all school and classroom rules.
• Bring all necessary materials/supplies ready to work daily.

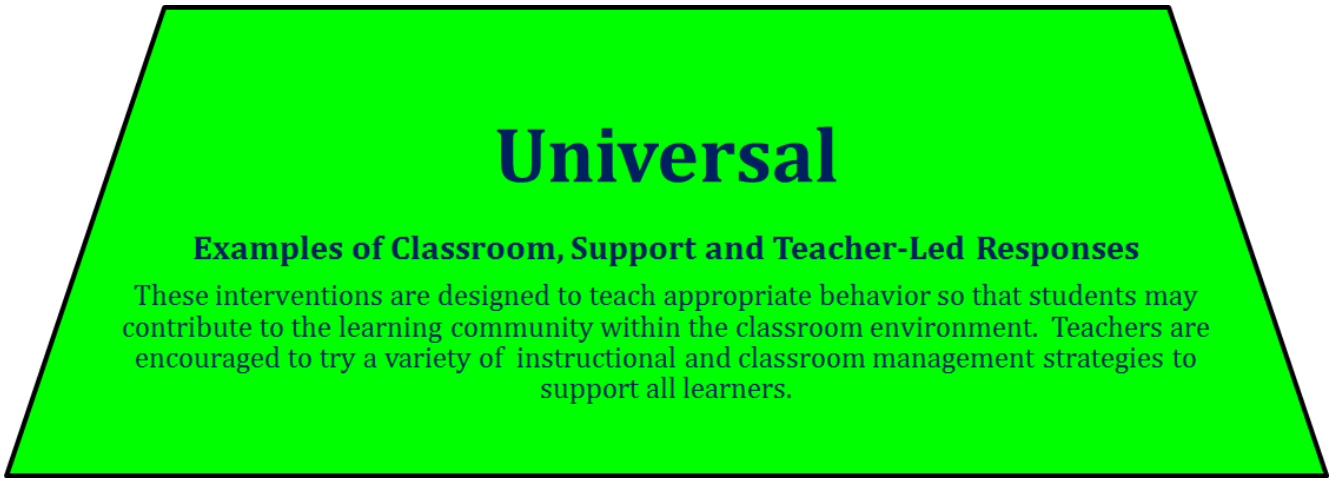
Classroom Procedures and Consequences: Please check the teacher's syllabus for specific consequences which may include:

1. In Class Warning 2. Student-Teacher Conference 3. Detention / Parental Notification 4. Parent Conference 5. Office Referral & Administrative Disciplinary Procedures

Infinite Campus Behavior Points
[For Middle & High School Only: Student behavior will be recorded on Infinite Campus and students will receive rewards or consequences based on their behavior points.

Unacceptable types of Behavior
All students at MPS are entitled to the rights guaranteed by the United States Constitution and Bill of Rights, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the unacceptable student behaviors listed in this handbook may incur consequences. These consequences range from notification of parents, detention, to emergency removal from a school activity, suspension, expulsion, and criminal prosecution. MPS reserves the right to notify the authorities and the Department of Education as required by law relating to disciplinary actions taken. It is to be noted that MPS reserves the right to discipline any act that has a nexus with MPS or the school community. In other words MPS may discipline behavior at school or at a school related or school-sponsored function or any activity or any act that has a negative effect on the school environment or that is performed with/on/by/via school equipment or school property.

Multi-Tiered System of Response to Behavior



Level 1 Infraction	Interventions
● Invading personal space ● Antagonizing others ● Violation of school/class rules ● Horseplaying ● Violating off-limits/restricted area ● Habitually tardy and/or not being in assigned location ● Disrupting the learning environment/Off task ● Littering ● Not having proper materials, supplies, and/or equipment for class participation ● Inappropriate use of electronic devices ● Dress code violation ● Inappropriate language/actions (hurtful, vulgar, gossip, etc.) ● Passive participation in hurtful acts/words against others ● Public display of affection (holding hands, kissing, hugging, etc.) ● Refusing to cooperate and comply with school rules/personnel	School Wide PBIS Social-Emotional Learning Program Proactive Classroom Management Regular, Preemptive Communication with Families Classroom Incentives Seating, assignment, behavioral accommodations Conferencing with Student(s) and Parents Verbal correction and redirection Reminders, Role-Play, daily progress sheet Loss of Classroom Privileges Written and/or verbal reflection

Selected

Examples of Support, Removal and Administrative Responses

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

Level 2 Infraction	Interventions
• Using/possessing tobacco and/or lighter • Violating traffic or safety regulations • Encouraging other students to violate school rules • Leaving school and/or school bus without permission • Fighting and/or arranging altercations • Using objects inappropriately (i.e., the use of an object to harm others or damage property) • Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting) • Defacing and/or vandalism of school property • Plagiarism/academic dishonesty • Leaving school or classroom without permission (truancy) • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.) • Stealing and/or possessing stolen property • Failure to attend to/complete assigned restorative action • Gambling or Extortion • Habitual violations of school/class rules • Forgery of signatures • Sexually explicit behavior • Planning and/or arranging actions with malicious intent • Writing or drawing obscene /profane language/pictures • Harassment (i.e., physical, verbal, and sexual) • Bullying/cyberbullying • Violation of personal boundaries • Refusing to cooperate and comply with school rules/personnel	Behavioral Contract Self- Monitoring School-home Communication Adult or Peer Mentorship Utilize Check-in and Check-out System Intensive Academic and/or Social Support Reflection (lunch, after school, Saturday, etc.) Refer Student to SSPT Loss of Privileges Counseling Temporary Removal from class Extended school day

Level 3 Infractions	Interventions
• Physically assaulting with serious bodily injury • Conduct or habits injurious to others (peers/authority) • Using/possessing controlled and/or dangerous substances and/or paraphernalia • Bullying (harassing, intimidating, cyberbullying) • Fighting and/or arranging altercations • Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law • Harassment (i.e., physical, verbal, and sexual) • Arson, attempting to commit arson and/or possession of explosives/fireworks (i.e., smoke bombs, sink bombs, etc.) • Causing a false fire alarm • Making a bomb/explosive threat • Encouraging other students to violate school rules • Student hazing • Using gang and/or secret society symbols/acts • Inappropriate use of electronic devices • Public displays of sexually explicit behavior • Defacing and/or vandalism of school property • Gambling • Habitual violations of school/class rules • Forgery of signatures	All Tier 1 and Tier 2 Interventions FBA Based Behavior Intervention Plans Teaching Replacement Behavior Home and Community Supports Self- Management Program Restricted Access In-school reflection and/or suspension Short-term out-of-school suspension Extended out-of-school suspension Request for alternate educational setting Recommendation for Expulsion

• 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	

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

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

Scholastic Dishonesty:
Scholastic dishonesty includes (but is not limited to) cheating on tests, and/or any other types of deception to obtain credit without effort. Scholastic dishonesty is unacceptable conduct. Each teacher sets their own standards of behavior for their classroom, and students are expected to know the standards and procedures for each of their classes.

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

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

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

Possession or Use of Drugs and/or Alcohol and the Sale or Intention to Sell Drugs and/or Alcohol:
Use of drugs or alcohol means a student knowingly possesses, consumes, uses, handles, gives, stores, conceals, offers to sell, sells, transmits, acquires, buys, represents, makes, applies, or is under the influence of any narcotic drug, hallucinogen, amphetamine, barbiturate, marijuana, tranquilizer,

non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcohol, intoxicant, solvent, gas, or any mood-altering chemical, drug of abuse or any counterfeit-controlled substance of any kind including butane lighters. The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, and look-alike drugs is prohibited everywhere on school grounds, at all school activities, and on all school transportation (drug free zone 1000 feet radius). Backpacks, gym bags, coats, and/or any other containers might be searched by Administration and/or Law Enforcement if they suspect the presence of such items.

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

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

Vulgarity, Profanity and Obscenity:
Any gesture or material of this nature is not permitted at school or school functions.

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

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

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

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

Bringing Weapon in School:
A weapon includes, but is not limited to, conventional objects like guns, pellet guns, knives, smoke bombs, fireworks, club of any type, mace, tear gas, or other chemicals. This may also include any toy

that is presented as a real weapon. It also includes objects converted from their original use to threaten or injure another. The Administration reserves the right to all final decisions regarding the definition of a weapon. Backpacks, gym bags, coats, and/or any other containers might be searched by administration or law enforcement if they suspect the presence of such items.

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

Arson:
Intentionally starting any fire or combustion on school property

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

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

Students with an IEP:
If a student has a behavior plan in his/her IEP, the consequences cited in that plan will be used in the event of specified misbehavior. If the behavior(s) worsens or the frequency increases, the student's IEP team shall meet to review the plan and its implementation, and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved. Suspensions of students with disabilities cannot exceed ten days without a "manifestation determination." A student cannot be suspended for more than ten days for misconduct that is a manifestation of their disability. State law defers to federal law for most of the rules governing suspension and expulsion of special education students.

Hate Crime Policies and Procedures

Additional information prohibiting other forms of unlawful discrimination or harassment, inappropriate behavior, and/or hate-motivated incidents/crimes may be found in local District/State policies. It is the intent of MPS that all such policies be reviewed consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities.

Bullying Prevention Policies and Procedures

Bullying is not permitted at MPS. In addition MPS will not tolerate unlawful intimidation and bullying due to actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationalist, race or ethnicity, religion, sex, sexual orientation, or a person's association with a person, or group, with or more of these actual or perceived characteristics. Each student deserves an equal opportunity to obtain an education without dealing with the negative pressures of peers. Bullying consists of any of the following: pushing, shoving, hitting, and spitting, name calling, picking on, making fun of, laughing at, and excluding someone physically or via social media or electronic communications. Bullying causes pain and stress to those who are victims and is never justified or excusable as "kids being kids", "just teasing", "joking", "playing around" or any other rationalization. This includes the use of social media for wrongful purposes.

Each MPS student agrees to:
• Value student differences and treat others with respect.
• Not become involved in bullying incidents or be a bully.

Harassment of Students, Teachers, Administrators, or Staff:
Harassment means making unwelcome advances or any form of improper physical contact or sexual remark and any speech or action that creates a hostile, intimidating or offensive learning environment. Harassment can be verbal, physical and visual. (Education Code, § 212.5) Harassment is a violation of Federal Law and is contrary to the School Board's commitment to provide a physically and psychologically safe environment in which to learn.

Student Hazing:
Hazing is defined as doing any act or coercing another person for initiation into any organization that causes or creates a substantial risk or causes mental or physical harm. Permission, consent or assumption of the risk by an individual subjected to hazing does not lessen the prohibition contained in this policy. Hazing may carry heavy legal consequences

Safety Goals and Objectives

Emergency safety plans have been written up to address emergency situations (e.g. natural disasters and fires). Each classroom is equipped with a copy of these plans and disaster drills are practiced throughout the year.

Component 1 - School Climate

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

    - Related Activities: Review regularly during Professional Development, committee meetings and safety meetings.
    - Resources needed: Safety plan,
    - Person(s) responsible for implementation: Designated administrator, safety committee
    - Budget: None
    - Evaluation guidelines: Surveys, Feedback from stakeholders

Component 2 - Physical Environment

- Goal(s): Maintain and upkeep a safe school campus
  - Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.

    - Related Activities: Teachers can report concerns during weekly staff meetings.
    - Resources needed: Walk-thru form, building supplies
    - Person(s) responsible for implementation: Plant manager
    - Budget: Refer to schools annual budget
    - Evaluation guidelines: Surveys, Feedback from stakeholders

School Map

The section of the safety plan, which will be shared with the public, is purposefully omitted as it is an internal reference.

Evacuation Map
Drill Line Up Area

The section of the safety plan, which will be shared with the public, is purposefully omitted as it is an internal reference.

The section of the safety plan, which will be shared with the public, is purposefully omitted as it is an internal reference.

Emergency Drill Status Report

Magnolia Science Academy **DATE:_____**

DRILL/EMERGENCY STATUS REPORT

RETURN TO THE ASSEMBLY AREA/INCIDENT COMMAND CENTER

TEACHER'S NAME_____ ROOM_____

TEACHER'S ASSISTANT'S NAME:_____ PRESENT: YES____ NO_____

PARENT VOLUNTEER(S):_____ PRESENT: YES____ NO ____

STUDENT VOLUNTEER(S):_____ PRESENT: YES____ NO ____

TYPE OF EMERGENCY DRILL:

FIRE:_____ DROP/TAKE COVER:_____ EARTHQUAKE:_____ LOCK DOWN:_____

SHELTER IN-PLACE:_____ EVACUATION:_____ OTHER:_____

ALL STUDENTS ACCOUNTED FOR: YES:_____ NO:_____

MISSING OR UNACCOUNTED FOR:

INJURED STUDENTS/PERSONS & LOCATION:

STUDENT(S)	LOCATION

OTHER:

STUDENT WHO ARE ABSENT:	STUDENT WHO LEFT EARLY:

Emergency Drill Data Sheet

MAGNOLIA PUBLIC SCHOOLS
EMERGENCY DRILL DATA WORKSHEET

Use this form to record your drill information

- ☐ Fire
- ☐ Earthquake drill with evacuation
- ☐ Shelter in Place
- ☐ Drop/Cover/Hold or "Drop"
- ☐ Campus Protection or "Lockdown"

Date: ___/___/_____

Name: Meagan Alonso Position: Assistant Principal

E-Mail: malonso@magnoliapublicschools.org Location Code: 8014

1. What type of alert system did you use to alert students/staff of the drill?
   ☐ Fire Alarm/Bell ☐ Voice through Intercom/PA ☐ Bull Horn ☐ Whistle

(Omit #2 for Drop/Cover/Hold or "Drop")

2. Time Drill Started: _____ (am / pm) Time Drill Completed: _____ (am / pm)

3. Total number of staff involved in the drill activity? _____
4. Total number of students involved in the drill activity? _____
5. Did any special needs students participate in the drill? If yes, about how many? _____
6. Did you encounter any challenges with the special needs children? (Y/N) _____
7. If yes, please describe challenges: _____

(Omit#8 for Drop/Cover/Hold" or "Shelter-in-Place", "Drop" & "Lockdown")

8. How long did it take to evacuate all buildings? _____ (minutes)
   (Time from START of drill to the time when last staff or student arrived at the staging area.)

(Omit #9 for Drop/Cover/Hold or "Drop")

9. Did you establish an Incident Command Post? (Y/N) _____
10. Did staff bring the School Emergency Response Box to the assembly area?(Y/N) _____

(Omit#11, 12&13 for Drop/Cover/Hold or "Drop")

11. Did you use any supplies during the drill? (Check all that apply)
    ☐ Yes, our staff took supplies out their storing area.
    ☐ Yes, our staff used the supplies during the drill.
    ☐ No, we did not use emergency supplies.
12. Were parents notified either before or after the drill? (Y/N) _____
13. How were parents notified? (method) _____
14. Did any parents participate in drill? If yes, about how many? _____
15. What did parents do? _____
16. Did you encounter any behavioral problems (non-participation, student/staff distractions, etc.) during the drill? If yes, please briefly describe any problems.

17. Did you encounter problems with any of the following?

(Omit# "d, e, & f" for Drop/Cover/Hold or "Drop")
(Omit # "f" for Campus Protection or "Lockdown")

	Yes	No	Briefly describe these problems:
a. Alert System			
b. Students			
c. Staff			
d. Parents			
e. Supplies			
f. Evacuation Route			

18. Did you debrief after the drill? (Y/N)

19. What were the three top lessons learned?

1. _____
2. _____
3. _____

20. How can this drill be improved in the future?

_____
_____

_____ _____
Administrator's Name Administrator's Signature

Emergency Drill Calendar
2020-2021 and 2021-2022

September
- Fire Drill
- Earthquake Drill (Drop/Cover/Hold)
- Lockdown Drill

October
- Earthquake Drill
- Take Cover Drill

November
- Fire Drill
- Earthquake Drill (Drop/Cover/Hold)

December
- Fire Drill
- Earthquake Drill (Drop/Cover/Hold)

January
- Fire Drill
- Lockdown Drill
- Earthquake Drill (Drop/Cover/Hold)

February
- Earthquake Drill
- Fire Drill
- Take Cover Drill

March
- Fire Drill
- Earthquake Drill (Drop/Cover/Hold)

April
- Fire Drill
- Earthquake Drill (Drop/Cover/Hold)

May
- Fire Drill
- Earthquake Drill (Drop/Cover/Hold)

June
- Fire Drill

Insurance Claim Forms

charterSAFE

Liability Incident Call-In Report

*(This form is confidential and should **NOT** be given to parents, guests, or third parties.)*

Charter School: _____ Location / Site: _____

School Administrator's name: _____Title:_____

Address where incident occurred: _____

_____

Type of Incident:

Parent/guest incident _____ Parent/guest complaint/allegation _____ Employee complaint/allegation _____

Name of person(s) filing complaint: _____

Date of incident: _____ Time: _____ AM_____ PM_____

Legal complaint or attorney letter received? _____Yes _____No (if yes, please fax a copy with this report)

Specific location (e.g. *northwest corner of Building G*) where incident occurred: _____

_____

Staff member responsible at the time of this incident: _____

Contact Information: Phone: _____ Email Address: _____

Name of person to whom the incident/complaint was reported: _____

Contact Information: Phone: _____ Email Address: _____

If the incident/complaint was not reported immediately, why not? _____

_____

Cause of incident or complaint (check any that apply):

_____Trip/slip/fall
_____Allegation of neglect/unsafe conditions
_____Allegation of discrimination or abuse
_____Employment dispute
_____Wrongful termination complaint
_____Special education complaint

(Please describe in detail):_____

_____

_____

_____

Check any of the following possible causes which may apply:

_____Failure to follow proper policy
_____Inattention
_____Carelessness
_____Unreasonable demands
_____Retaliation
_____Act of other
_____Alcohol/drug use
_____Unsafe act

What steps have been taken or recommended to prevent or reduce the likelihood of a recurrence?

_____

_____

Comments:
_____

_____

_____

WITNESS INFORMATION (use separate sheet for additional witnesses)

Name: _____ Name: _____

Address: _____ Address: _____

City/State/Zip: _____ City/State/Zip: _____

Phone: _____ Phone: _____

Email: _____ Email: _____

Please call in to hotline to report as a claim.

(877) 263-9904

Do not fax report; the JPA will receive a copy from the hotline.

Host Crisis Help

Home office support team

Always call 911 first when a life-threatening emergency is in place! You can call the Suat Acar, Chief Operations Officer anytime by skipping the below process to get direct guidance. In case you cannot reach the Chief Operations Officer you may call our CEO Mr. Rubalcava or Director of Student Services Jason Hernandez for immediate assistance.

The section of the safety plan, which will be shared with the public, is purposefully omitted as it is an internal reference.

Possible emergency cases, crisis situations:

* Lock downs (Active shooters or etc.)
* Natural Catastrophes, major tragic events that took place on or around the school grounds that may affect the school's schedule or programs

Additionally, the following number is used as the crisis group call in line as necessary

The section of the safety plan, which will be shared with the public, is purposefully omitted as it is an internal reference.

INTEGRATED SAFE SCHOOL PLAN QUICK REFERENCE GUIDE

MAGNOLIA PUBLIC SCHOOLS

MSA-1 Campus/MAGNOLIA SCIENCE ACADEMY-5 LOS LOBOS

18238 Sherman Way

Reseda, CA 91335

818-710-5676

INCIDENT COMMAND TEAM

POSITION	ROLES & RESPONSIBILITIES	PRIMARY NAME	BACKUP NAME
Incident Commander	During a crisis, directs all crisis operations, verifies facts, contacts LD, and coordinates all crisis response and intervention services.	Melissa Burns MSA5: Kaplan, Ali	Susan Khweiss MSA5: Melissa Burns
Crisis Team Leader	Coordinates all crisis team response, including triage, assessment, and crisis counseling for students, staff, & parents.	Lori Morley MSA5: Melissa Burns	Susan Khweiss MSA5: Kaplan, Ali
Public Information Officer (PIO)	Official spokesperson for an incident. Includes preparing Blackboard Connect and other communications for staff and parents, identification of media locations and updates.	Kemel Fazla MSA5: Kaplan, Ali	Melissa Burns MSA5: Susan Khweiss
Psychological First Aid	Team provides psychological/emotional support and crisis counseling for students, staff, and parents.	Elaine Naridini MSA5: Ms. Scott	Brittany Wright MSA5: Khweiss, Susan
First Aid/Medical	Team ensures that first aid supplies are available and performs medical first aid/triage.	Ciro _ MSA5: Fatima Mendez	Indira Hopovac MSA5: Tania Manzo

Security	Team ensures school site security, secures gates, and performs short-term repairs and shutoff of utilities as necessary.	Mr. Harut	Mr. Malleck
Request Gate	Team processes requests for student pick-up.	Lori Morley MSA-5: Indira Hopovac	Jason Mertell MSA-5: Fatima
Reunion Gate	Team reunites students and parents at Reunion Gate.	MSA-5: Gus Chavez	MSA-5: Sunny
Logistics	Provides all incident support needs such as facilities, transportation, communications, supplies/equipment and food services; includes adjusting schedules and menus, as needed.	Lori Morley MSA 5: Melissa Burns	Edwin Chavez MSA5: Fatima Mendez
Communications	Team maintains log of incident actions and all documents associated with the emergency; maintains status board of incident actions, monitors phone calls, television, radio and social media for information.	Lori Morley MSA5: Ali Kaplan	Jason Mertell MSA5: Melissa Burns

THREAT ASSESSMENT TEAM CHART

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

A threat is defined as the expression of a willful intent or desire to inflict harm that would likely result in death, bodily injury, physical damage to property, or disruption to institutions or District-sponsored activities. A threat may be direct, indirect, verbal, non-verbal, written, or electronic and may target an individual, a particular group on campus, the entire school, or the community. The multi-disciplinary Threat Assessment Team may include, but not be limited to, an Administrator, a Los Angeles School Police Department Officer, and a mental health professional (e.g., for students, a Psychiatric Social Worker, School Psychologist, Pupil Services and Attendance Counselor, or School Mental Health Administrator if the person making the threat is an adult). The person making the threat, the targeted individual(s), or witness(es) should not be part of the threat assessment team meeting.

POSITION	ROLES & RESPONSIBILITIES	PRIMARY NAME	BACKUP NAME
Administrator (Principal, Assistant Principal, or Administrative designee)	Takes charge of the suicide/threat risk incident, convenes the Suicide/Threat Risk Assessment Team, designates specific roles to team members (securing campus safety, assessment, gathering information, documentation, etc). Coordinates all information, referrals, safety planning, and monitoring.	Melissa Burns	Kaplan, Ali Khweiss, Susan

Mental Health Professional (For Student Suicide/Threat Risk Assessment: Psychiatric Social Worker, PSA Counselor, School Psychologist) (For Adult/Employee Workplace Violence Risk Assessment: School Mental Health Administrator)	Assists with the risk assessment, gathering background information, including interviews and statements from the person of interest & witnesses. Identified as the Suicide Prevention Liason. Brings mental health and trauma expertise in working with students & families.	MSA-5 School Psychologist: Ms. Nardini/Psyc Consultanta (Student Threat Assessment) Ali Kaplan (Adult Workplace Violence Assessment)	MSA-5 Melissa Burns (Student Threat Assessment Backup) Kaplan, Ali (Adult Workplace Violence Assessment Backup)
Law Enforcement (Los Angeles School Police Officer-resident or patrol officer; Los Angeles Police Department; LA County Sheriff's Department)	Responds to situations of risk of violence to self or others. Assists with assessment and application/ transport for a psychiatric evaluation, as needed. Determines whether threat is a criminal threat; actions may include arrest, citation, or other investigative responsibilities. Assists with identifying criminal background of person of interest.	Officer Martin	

SEARCH AND RESCUE TEAM

The Search and Rescue Team performs search and rescue operations.	
Meeting Location (Inside)	Inside lobby area
Meeting Location (Outside)	PE Dirt field area

Search and Rescue Team 1

The Search and Rescue Team is responsible for preparing and performing search and rescue operations during an emergency. All Search and Rescue Team 1 Must have FOUR members.

Team Leader	Member 2 / Alternative Leader	Member 3	Member 4
Team Leader: Gus Chavez – MSA-5: Kaplan, Ali	MSA-5: Ali Kaplan	MSA-5: Valery Malagon	MSA-5: Damon Lewis

SECURITY/UTILITIES TEAM

Ensures site security of the school site and short-term repairs.

Meeting Location (Inside)	OFFICE		
Meeting Location (Outside)	Back of building		
Team Leader	**Member 2 / Alternative Leader**	**Member 3**	**Member 4**
MSA5: Carrasco, David	Adrian Uribe	Kemel Fazla	Brittany Wright

FIRST AID/MEDICAL TEAM

Ensures first aid supplies available and administered.	
Meeting Location (Inside)	Office

Meeting Location (Outside)	Back of building		
Team Leader **Gary Bradison**	**Member 2** **Ms. Sunny**	**Member 3** **Mrs. Turner**	**Member 4** **Ms. Smith**

MSA5: Fatima Mendez:	Indira Hopovac		

FIRE SUPPRESSION/HazMat TEAM

Extinguishes fires and evaluate the potential chemical spills			
Meeting Location (Inside)	Office		
Meeting Location (Outside)	Back of Building		
Team Leader **Valery Malagon**	**Member 2 /** **Gary Bradison**	**Member 3**	**Member 4**

PSYCHOLOGICAL FIRST AID/CRISS TEAM

Provides psychological counseling for students and staff.

Meeting Location (Inside)	OFFICE		
Meeting Location (Outside)	Back of building		
Team Leader **Ms. Smith**	**Member 2 / Mrs. Mohiuddin**	**Member 3** **Nataly** **Maria**	**Member 4**
MSA5: Ms. Nardini/Psyc Consult	Ms. Burns		

REQUEST/REUNION GATE TEAM

Request Gate team - Processes requests for student pick-up	Reunion Gate Team - Reunites parents with students
Request Gate Team Meeting Location (Outside) Back gate	**Reunion Gate Team Meeting Location (Outside)** Front Entrance
MSA-5: Indira Hopovac Alternative - Edwin	MSA-5: Tania Manzo Alternative - Mr. Lewis

SUPPLY/EQUIPMENT TEAM

Ensures adequate supplies and equipment			
Meeting Location (Inside)	Office		
Meeting Location (Outside)	Back of building		
Team Leader	**Member 2 / Alternative Leader**	**Member 3**	**Member 4**
Mr. Lewis	Mr. Edwards	Valery Malagon	

DOCUMENTATION/COMMUNICATION

Maintains emergency log including financial information and analyzes situation and updates Inciden Command			
Team Leader **Valery Malagon**	**Member 2 / Edwin Chavez**	**Member 3**	**Member 4**
Khweiss, Susan	Kaplan, Ali		

Magnolia Science Academy 5
SCHOOL SITE EMERGENCY MANAGEMENT ORGANIZATION CHART

Magnolia	ROOMS	Magnolia	ROOMS
SEARCH & RESCUE		**SEARCH & RESCUE**	
TEAM 1		**TEAM 2**	
Ali Kaplan (Lead) Gustavo Chavez Kemal Fazla	All of main building	Susan Khweiss (Lead) Elaine Nardini Damon Lewis David Carrasco	123-132 106-108 Sped, all front offices Upstairs classrooms

Security/Utilities		First Aid/Medical	Crisis Team	Request Gate	Reunion Gate
1. Edwin Chavez 2. Damon Lewis		1. Fatima 2. Indira	1. Melissa Burns 2. Psyc Consult	1. Indira Hopovac (Lead) 2. Fatima	1. Sunny (Lead) 2. Maria

Command Center		Triage		Emergency Bins	Room Clearance
1. Susan Khweiss 2. Melissa Burns		1. MSA-1 (shared campus)		1. Valery Malagon 2. Fatima Mendez	1. Ali Kaplan 2. Susan Khweiss

Emergency Evacuation Procedures:
Search & Rescue Teams - after taking attendance inform the teacher next to you and report to the Lead and wait until your team has assembled.

- Classrooms and all non-instructional rooms will be cleared **by Susan Khweiss**

Command Center – Ensure that all students, teachers, and staff are accounted for and will be cleared by **Melissa Burns**

- Request Gate and Reunion Gate Personnel will report to Command Center: **Melissa Burns**

Triage – First Aid/Medical and Crisis Team personnel need to report to **Melissa Burns**
Security/Utilities – Secure gates and entry points – Shutdown: gas, electrical, and water when necessary.

Shelter In Procedures/Lock Down:

The section of the safety plan, which will be shared with the public, is purposefully omitted as it is an internal reference.

Fire Drill Schedule

	August	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June
Middle						1/25 10:30am	2/19 8:30am	3/30 9:30	4/6 10:40	5/27 8:30	6/3 9:30
HS						1/24 10:30am	2/19 8:30am	3/30 9:30	4/6 10:40	5/27 8:30	6/3 9:30

Earthquake Drill Schedule

	August	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June
Middle						1/25 10:30am	2/19 8:30am	3/30 9:30	4/6 10:40	5/27 8:30	6/3 9:30
HS						1/25 10:30am	2/19 8:30am	3/30 9:30	4/6 10:40	5/27 8:30	6/3 9:30

Lockdown Drill Schedule

	August	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June
Middle							2/22 8am				
HS							2/22 8am				

Take Cover Schedule

	August	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June
Middle								3/11 8AM			
HS								3/11 8AM			