



Magnolia Public Schools

Regular Board Meeting

Date and Time

Thursday February 8, 2024 at 6:40 PM PST

Location

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

Access to the Board Meeting

Teleconferencing locations are provided at each Magnolia Science Academy school site. Any interested parties or community members from remote locations may attend the meeting at any Magnolia Science Academy school, or the addresses where Board Members are joining from. Dialing information for this meeting is included below:

By dialing into; 1.669.444.9171

Meeting ID: 978 5606 4990 - **Passcode:** 021250

Zoom: <https://zoom.us/j/97856064990?pwd=MHhBZCtGT0xEMIZpNEZQZVJ3RDBPZz09>

- Magnolia Science Academy-San Diego - 6525 Estrella Ave., San Diego, CA 92120 (Dr. Salih Dikbas)

Accessibility

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. Please contact Jennifer Lara at 213-628-3634 or email jlara@magnoliapublicschools.org with such requests.

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.

Public Comment Procedures

Magnolia Public Schools greatly values public comment during Board meetings. For members of the public who would like to speak, please fill out the Public Speaker Form which can be accessed at magnoliapublicschools.org, there will also be speaker cards to be filled out prior to the beginning of the meeting. By law, the Board is only allowed to discuss or take action on items listed on the agenda. The Board may, at its discretion, refer a matter to MPS staff or add the issue to a future board meeting date for discussion. Public speakers are limited to three (3) minutes and speakers with interpreters up to six (6) minutes.

Please note that the agenda presenting times for when that item will be discussed, or taken action on, is subject to change on the day of the Board meeting to accommodate public speaker times indicated above.

For any questions regarding this meeting please email board@magnoliapublicschools.org or call (213) 628-3634 ext. 21101.

Board Members:

- Mr. Mekan Muhammedov, Chair
- Ms. Sandra Covarrubias, Vice-Chair
- Dr. Umit Yapanel
- Dr. Salih Dikbas
- Ms. Diane Gonzalez
- Mrs. Esra Eldem Tunc

Student Board Member:

Melissa De La Rosa Aparicio

CEO & Superintendent:

Mr. Alfredo Rubalcava

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:40 PM
Opening Items			

	Purpose	Presenter	Time
A. Call the Meeting to Order			1 m
B. Pledge of Allegiance			1 m
C. Record Attendance and Guests			1 m
D. Approval of Agenda	Vote		1 m
E. Public Comments			10 m
F. Announcements			5 m
Student Board Member & Board Members			
G. Approval of Minutes from MPS Regular Board Meeting - January 18, 2024	Approve Minutes		1 m
II. Consent Items			7:00 PM
A. Approval of Updated Health and Safety Policy	Vote	Derya Hajmeirza	3 m
B. Approval of 2024-25 School Calendars for All MPS	Vote	David Yilmaz	3 m
III. Information/Discussion Items			7:06 PM
A. Data Presentation: MPS' Performance on the CA School Dashboard	Discuss	David Yilmaz	30 m
B. Data Presentation: Local Control and Accountability Plan (LCAP) Mid-Year Update	Discuss	David Yilmaz	15 m
C. Overview of the 2024-25 Governors Proposed State Budget	Discuss	Steve Budhreja	15 m
D. Facilities Department Updates	Discuss	Patrick Ontiveros	10 m
Updates on facilities projects for:			
<ul style="list-style-type: none"> • Magnolia Science Academy-1 • Magnolia Science Academy-2 • Magnolia Science Academy-5 • Magnolia Science Academy-Santa Ana • Magnolia Science Academy-San Diego 			

	Purpose	Presenter	Time
IV. Action Items			8:16 PM
A. Approval of 2024-25 MPS Board Committee Structure	Vote	Umit Yapanel	7 m
B. Approval of the MPS School Wellness Plan	Vote	Jason Hernandez	10 m
C. Approval of 2024-25 School Safety Plans for all Magnolia Public Schools	Vote	Jason Hernandez	10 m
D. Approval of Adoption of Procedures Implementing the California Environmental Quality Act	Vote	Patrick Ontiveros	10 m
V. Closed Session			8:53 PM
A. Public Announcement of Closed Session	FYI		1 m
B. Public Employment (§ 54957) Title: Principal			20 m
C. Report Out of Closed Session	FYI		1 m
VI. Closing Items			9:15 PM
A. Adjourn Meeting			1 m

Coversheet

Approval of Minutes from MPS Regular Board Meeting - January 18, 2024

Section: I. Opening Items
Item: G. Approval of Minutes from MPS Regular Board Meeting - January 18, 2024
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Board Meeting on January 18, 2024

APPROVED



Magnolia Public Schools

Minutes

Regular Board Meeting

Date and Time

Thursday January 18, 2024 at 7:20 PM

Location

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

Board Members:

Mr. Mekan Muhammedov, Chair
Ms. Sandra Covarrubias, Vice-Chair
Dr. Umit Yapanel
Dr. Salih Dikbas
Ms. Diane Gonzalez
Mrs. Esra Eldem Tunc

Student Board Member:

Melissa De La Rosa Aparicio

CEO & Superintendent:

Mr. Alfredo Rubalcava

Directors Present

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

Directors Absent

E. Eldem Tunc

Guests Present

J. Lara

I. Opening Items

A. Call the Meeting to Order

M. Muhammedov called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Jan 18, 2024 at 7:30 PM.

B. Pledge of Allegiance

Board, staff and guests conducted the pledge of allegiance.

C. Record Attendance and Guests

M. De La Rosa, Student Board Member, was marked present for this meeting, joining remote. Refer to attendance information recorded above.

D. Approval of Agenda

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

U. Yapanel seconded the motion.

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

Roll Call

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

E. Public Comments

Staff members at Sunny Brae Elementary School came before the Board to express their concerns of accommodating rooms that stem from MPS' request of utilizing classrooms on their campus. They shared the current usage of those classrooms to serve their current student population.

G.Serce, Regional Director & Principal at MSA-San Diego, shared that they hosted their first Community Resource Fair providing food and other resources to the Community. He also shared that with the grant received from Schools In Action, they were able to meet their fundraising goal to have shade structures at their school and to build a community hub.

B.Olandes, Director of Advancement, shared that MPS was awarded a \$750,000 grant from the California Department of Healthcare Services to develop two regional family

treatment centers in Reseda and Santa Ana to provide support to Magnolia families. He reported that more development are to follow and this grant was in collaboration with the Academic Department.

F. Announcements

U.Yapanel, Board Member, announced that Board Members visited multiple school sites. He reported that the visits went well and they were able to meet and speak to staff and thanked the staff at the school sites for their continued work for the students. He did an interactive activity with students in a couple of classrooms. S.Covarrubias, Vice-Chair, echoed that Board Members greatly benefit from visiting school sites.

M.De La Rosa, Student Board Member, announced that MSA-5 will be hosting an event on February 6th which will involve student lead booths. She invited all to attend and to support. She also shared that she has been working alongside J.Hernandez, Director of Student Services, to create a forum to connect with other student leaders from other MPS school sites to share promising practices and discuss ways to improve the student experience. Date of the forum will be announced soon and added that at future Board Meetings she will update the Board.

G. Approval of Minutes from MPS Regular Board Meeting - December 14, 2023

D. Gonzalez made a motion to approve the minutes from Regular Board Meeting on 12-14-23.

U. Yapanel seconded the motion.

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

Roll Call

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

II. Consent Items

A. Approval of School Accountability Report Cards (SARC) for All MPS

U. Yapanel made a motion to approve the School Accountability Report Cards (SARC) for all MPS.

D. Gonzalez seconded the motion.

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

Roll Call

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

Roll Call

E. Eldem Tunc Absent
 D. Gonzalez Aye

III. Information/Discussion Items**A. Data Presentation: 2023-24 MPS Demographics**

D.Yilmaz, Chief Accountability Officer, shared with the Board that MPS is in the process of submitting the official data to the state. He added the importance to track demographic data and to present to the Board and public to show trends and any academic and financial implications.

L. Woods, Director of School Office Data and Accountability, presented the detailed data to the Board from all MPS schools sites. She went over multiple data sets which include; CALPADS Fall 1 Data, enrollment including census day enrollment trends from this year to previous years, enrollment by ethnicity, enrollment by gender, EL student rates, EL students with disability rates, free/reduced meals rates, unduplicated pupil counts, GATE student rates, foster youth rates and counts, students with disabilities, homeless student rates and immigrant student rates for each school site and as a collective whole. All of the Board Members questions were addressed by staff.

B. Glows, Grows & Priorities Presentation

M.Avsar, Principal at MSA-4, and E.Veloz, Assistant Principal at MSA-4, presented their updated Glows, Grows & Priorities presentation for 2023-24 as an update of progress to the Board. They went over their Glows which includes several aspects. A few include; reaching their enrollment goal as of census day 2023, growth in SBAC scores in ELA, growth in NWEA MAP in math and ELA, and academic supports and interventions for their students. For their Grows a few they presented to need improvement include; enrollment, academic rigor, teacher retention, SBAC proficiency levels, ADA improvement, high school student retention, improved middle school program, character education and after-school club student participation. As for their priorities as a school, they presented that they are focused on enhancing student outcomes on SBAC, enrollment and community engagement, school climate and culture and successful WASC and school renewal preparation. Board Members asked questions regarding what was presented and next steps on some of the items.

IV. Action Items**A. Approval of 2022-23 Annual Audit Report for all Magnolia Science Academy Schools and the Home Office**

Previously presented at the Audit & Facilities Committee Meeting which the Committee did recommend for their recommended approval. M.Muhammedov, Chair, reported for what was discussed at the Committee Meeting. S.Budhraj, Chief Financial Officer, detailed the auditor's report. He went over the data and financial information for all school

sites and the Home Office. He reported that there were no adjustments to the unaudited actual financial report. He also reported that there was an issue with attendance data being off for two school sites which he said there was no costs associated, but once identified, it lead to MPS strengthening their process and a corrective action plan to be placed. E.Acar, Chief Academic Officer, went over the issue of reporting and filing. A.Milteer, ELOP Coordinator, was involved to reach out to the CDE to file a report to rectify the situation so it would not affect the ASES grant. Staff came together with the school sites to develop trackers for reporting and are monitoring it monthly. Moving forward they will be reviewing the reports submitted. Also, with the Committee, it was also asked to have trainings for all school sites. Jonathan Clement from Eide Bailly added additional context to the report. Board Members questions and next steps were addressed by staff.

M. Muhammedov made a motion to approve the 2022-23 Annual Audit Report for all Magnolia Science Academy (MSA) schools and the Home Office (MERF).

U. Yapanel seconded the motion.

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

Roll Call

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

B. Approval of Revised Teacher Assignment Option: Ed Code 44258.3 Procedure and Process

F.Del Carpio, Chief People Officer, presented revised Ed Code 44258.3 procedure and process. The current procedure and process was approved by the Board back in August 2021, it required that all submitted petitions was to be Board approved. Since then staff received further guidance by one of the authorizing agency, Los Angeles County Office of Education (LACOE) that the petition with Ed Code 44258.3 no longer required board approval. After the academic panel approves the petition, the educator becomes eligible to teach that specific subject. She reported that moving forward a report will be presented to the Board with the approved assignments by the end of the school calendar year to inform the Board of the decisions. Board Members questions were addressed by the staff.

D. Gonzalez made a motion to approve the revised teacher assignment option: Ed Code 44258.3 procedure and process that will provide a greater flexibility in local teacher assignments in grades K-12.

U. Yapanel seconded the motion.

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

Roll Call

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

Roll Call

U. Yapanel Aye
S. Dikbas Aye
E. Eldem Tunc Absent
S. Covarrubias Aye
M. Muhammedov Aye

C. Approval of Interorganizational Loan Agreement Between MERF & MSA-Orange County

A. Rubalcava, CEO & Superintendent, updated the Board that the petition for MSA-Orange County (MSA-OC) will be submitted by the end of January. This is with the goal to expand in Orange County following the success of MSA-Santa Ana. B.Olandes, Director of Advancement, detailed the grants that were applied to that would assist financially to launch the school such as the Charter Schools Program (CSP) federal grant that was submitted for six (6) other schools including MSA-OC. The Public Charter Schools Grant Program (PCSGP) state grant, was not eligible for MSA-OC since the petition has not yet been submitted but can be eligible for future round of funding. Staff is actively pursuing additional routes to pursue additional funding efforts. A.Rubalcava, reported that the Board will receive periodic updates. S. Budhraj, Chief Financial Officer, went over the loan that will be in place if there is a need to borrow money for the new school. Board Members questions were addressed by staff.

M. Muhammedov made a motion to approve the loan agreement between the Magnolia Education and Research Foundation (MERF) and the proposed MSA-Orange County (MSA-OC), ensuring financial support for the new school during the first two years of its operation beginning in the 2024-25 fiscal year.

S. Covarrubias seconded the motion.

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

Roll Call

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

V. Closed Session

A. Public Announcement of Closed Session

M.Muhammedov, Chair, announced that the Board will be going into closed session to discuss confidential student discipline matter for consideration of potential expulsion for case number: 20231202 and would report out any actions that may be taken.

B.

**Confidential Student Discipline Matter – Consideration of Potential Expulsion -
Case No.: 20231201**

This item was discussed in Closed Session.

C. Report Out of Closed Session

M.Muhammedov announced in Open Session at 10:18pm that the Board voted to approve the stipulated expulsion with suspended enforcement regarding case number 20231202.

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 10:19 PM.

Respectfully Submitted,
M. Muhammedov

Coversheet

Approval of Updated Health and Safety Policy

Section: II. Consent Items
Item: A. Approval of Updated Health and Safety Policy
Purpose: Vote
Submitted by:
Related Material: II_A_Updated MPS Health & Safety Policy.pdf



Agenda Item:	II A: Consent Item
Date:	February 8, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Fiorella Del Carpio, Chief People Officer
RE:	Updated MPS Health and Safety Policy

Action Proposed:

I move that the Board approve the updated MPS Health & Safety Policy.

Purpose:

The policy has been updated based on the guidance provided by the Centers for Disease Control and Prevention (“CDC”), the California Department of Public Health (“CDPH”), and several county public health officials as well as the recent updates sent by the LAUSD. The policy is intended for organization-wide implementation at each facility that will be operated by MPS.

Background:

The board had approved the MPS health and safety policy during the August 2020-December 2020, 2021, 2022, and 2023 board meetings. In accordance with the most updated health orders, the Home Office COVID-19 Response Team updated the policy.

Analysis:

This policy is provided and updated by Young, Minney & Corr, LLP and conform to the standards and practices in the latest guidance (i.e., CDPH and Cal-OSHA, local county, and authorizing agency).

The updated policy removes requirements of isolating 5 days for individuals who tested positive for COVID-19.

Budget Implications: N/A

Exhibits:

- Updated Health and Safety Policy



HEALTH AND SAFETY POLICY FOR COVID-19

Updated on February 8, 2024

I. Introduction

Over the course of the last few years, Magnolia Public Schools (referred to herein as the “Charter School”) has implemented a number of policies, protective measures, and best practices developed by national, state, and county public health experts with the intention of reducing the transmission and impact of COVID-19 on its students, employees, and community. These policies, measures, and practices were included in a COVID-19 Health and Safety Policy which helped guide school operations through the pandemic.

The COVID-19 state of emergency has now been terminated, and the threat posed by COVID-19 to our students, employees, and community is now less than it was at the height of the pandemic. As a result of these developments, many of the previously mandated practices are no longer legally mandatory, practically necessary, or recommended to be employed in school settings.

Nevertheless, the Charter School acknowledges that COVID-19 is likely to remain an ongoing potential threat to health and safety of our students, employees, and community, and as such some best practices should be maintained to reduce the incidence of infection and outbreaks on campus. Additionally, although the number of mandated COVID-19 response actions has greatly diminished following the termination of the state of emergency, there are still a number of legal requirements and duties with which the Charter School must comply.

For these reasons, the Charter School has retired the previous COVID-19 Health and Safety Plan and has replaced it with this COVID-19 Prevention Procedures and Testing Plan document (the “Plan”).

II. COVID-19 Testing Plan

In September of 2022, the California Legislature passed SB 1479 which requires California schools to either create a COVID-19 testing plan or to adopt the most recently updated version of the COVID-19 testing framework published by the California Department of Public Health (“CDPH”). (Ed. Code, § 32096.)

In compliance with this requirement, the Charter School has adopted the COVID-19 Testing Plan that follows. The Testing Plan will be posted to the Charter School’s website as required by Education Code section 32096, subdivision (e)(1).

The Testing Plan consists of the following elements:

1. **Point of Contact.** The Charter School's COVID-19 Liaison for each school site is included in the table below:

School Name	Liaison Name	Contact Information, Phone #
Magnolia Science Academy 1	Home Office COVID-19 Response Team	213-628- 3634
	MSA-1 Compliance Task Force Team	818-609- 0507
Magnolia Science Academy 2	Home Office COVID-19 Response Team	213-628- 3634
	MSA-2 Compliance Task Force Team	818-758- 0300
Magnolia Science Academy 3	Home Office COVID-19 Response Team	213-628- 3634
	MSA-3 Compliance Task Force Team	310-637- 3806
Magnolia Science Academy 4	Home Office COVID-19 Response Team	213-628- 3634
	MSA-4 Compliance Task Force Team	310-473- 2464
Magnolia Science Academy 5	Home Office COVID-19 Response Team	213-628- 3634
	MSA-5 Compliance Task Force Team	818-705- 5676
Magnolia Science Academy 6	Home Office COVID-19 Response Team	213-628- 3634
	MSA-6 Compliance Task Force Team	310-842- 8555
Magnolia Science Academy 7	Home Office COVID-19 Response Team	213-628- 3634
	MSA-7 Compliance Task Force Team	818-886- 0585
Magnolia Science Academy 8	Home Office COVID-19 Response Team	213-628- 3634
	MSA-8 Compliance Task Force Team	323-826- 3925
Magnolia Science Academy Santa Ana	Home Office COVID-19 Response Team	213-628- 3634
	MSA-Santa Ana Compliance Task Force Team	714-479- 0115
Magnolia Science Academy San Diego	Home Office COVID-19 Response Team	213-628- 3634
	MSA-SD Compliance Task Force Team	619-644- 1300
Magnolia Public Schools Home Office	Home Office COVID-19 Response Team	213-628- 3634

COVID-19 Liaisons have responsibilities described in the COVID-19 Prevention Procedures part of this document and are responsible for ensuring their school site's compliance with this Plan. Each COVID-19 Liaison shall be informed of all positive COVID-19 cases among students and employees of the Charter School, which results will be securely maintained as confidential health information and reported only to state and local health departments as and when required by applicable law.

2. **Free Testing for Employees.** The Charter School will provide free COVID-19 testing during paid time and in a manner that ensures confidentiality to all employee close contacts exposed at work to a positive case during the positive case's infectious period. The infectious period is, for purposes of identifying exposure, from two days before the positive case's first symptoms appeared (or first positive test if asymptomatic) until ten days later.
3. **Outbreak Testing.** During outbreaks or other heightened circumstances where the local public health agency's directions are required, the COVID-19 Liaison shall coordinate with the public health agency and shall implement any recommended testing strategies, in addition to those listed here. During confirmed outbreaks, the Charter School shall do each of the following:
 - a. provide free COVID-19 testing during paid time and in a manner that ensures confidentiality to all employees in the exposed group, except for returned cases;
 - b. provide free testing on a weekly basis to all previously exposed employees who remain at the site; and
 - c. require employees exposed during an outbreak to test negative for COVID-19 within three to five days after the close contact exposure.
4. **Type of Testing.** The Charter School will use at-home antigen COVID-19 tests when tests are provided or administered to students or employees of the school.
5. **Awareness of Testing Resources.** The COVID-19 Liaison will maintain general awareness of testing resources and programs offered by federal, state, and local government entities; healthcare or insurance companies or organizations; and/or other entities. The COVID-19 Liaison will seek to facilitate access to testing resources for students and employees of the Charter School to the extent they are available.
6. **Awareness of Testing Recommendations.** The COVID-19 Liaison will maintain general awareness of any testing strategies recommended to be employed by state and local public health departments.
7. **Monitoring Community Case Rates.** The COVID-19 Liaison will maintain general awareness of local community case rates and consider more intensive testing solutions when warranted by local conditions.
8. **Confidentiality.** The Charter School will maintain confidentiality of all COVID-19 test results received by it and will only disclose such results when required by law as set forth in this Plan. All medical information about any employee will be stored in a medical information file which shall be separate from the employee's personnel file in order to limit access to this confidential information. This confidentiality includes any employee test results, statements regarding symptoms, and any medical information provided to establish the need for a medical exemption from masking, testing, or similar requirements of this Plan. Student health information shall likewise be treated with strict confidence, consistent applicable law.
9. **Uploading Results at LAUSD Sites.** Employees working at school sites owned by LAUSD are required to upload positive test results to the Daily Pass system. Students are not required to upload positive test results.

III. COVID-19 Prevention Procedures

1. **COVID-19 Liaison.** The Charter School's COVID-19 Liaisons are listed above in Section 1 of the COVID-19 Testing Plan. The COVID-19 Liaison will be the first point of contact at each school site for (i) coordinating and communicating with state and local public health departments and/or other government agencies with regard to matters related to COVID-19, (ii) communicating all required notices and directives to students and employees regarding close contact exposure, (iii) investigating close contact exposures, and (iv) ensuring Charter School compliance with this Plan.
2. **Identifying Students and Employees with Symptoms.** COVID-19 symptoms include fever of 100.4 or greater, chills, cough, shortness of breath, difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea. Individuals with symptoms consistent with COVID-19 should be excluded from school until they can be tested. If a symptomatic student refuses to test, they may be excluded until they have met the criteria for release from isolation set forth in this Plan. If a COVID-19 test is negative, symptomatic individuals can return to work or school 24-hours after symptoms resolve and fever reduces. If a COVID-19 test is positive, sick employees and the parents of sick students will be instructed by the appropriate COVID-19 Liaison to review and follow the CDPH's isolation guidelines.
3. **Responding to Symptom Onset at School.** If an individual is discovered experiencing symptoms consistent with COVID-19 during the school day, a staff member wearing a medical grade mask will:
 - a. Escort the sick individual to a dedicated isolation area, which will ideally be outdoors;
 - b. Provide the symptomatic individual with a medical-grade mask; and
 - c. Monitor their health until they can be discharged from school (a parent/guardian picks up a sick student or the sick employee leaves or arranges a ride home) to receive medical care.
4. **Isolation.** Individuals who test positive for COVID-19 must stay away from school until they have satisfied the following conditions*:
 - a. At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; AND
 - b. Other symptoms are not present, or symptoms are mild and improving.

**LACDPH still strongly recommends those leaving isolation to test negative first.*

5. **Student Masking After Isolation.** Students should continue wearing a mask up to the tenth day from the onset of their symptoms or their last positive test (if asymptomatic) if the COVID-19 case is released from isolation before the tenth day from symptom onset or their last positive test (if asymptomatic). Students of LAUSD-owned school sites must wear masks until the tenth day after symptom onset or their last positive test (if asymptomatic) unless they have two, sequential negative test results a day apart.
6. **Employee Masking After Isolation.** Employees must wear a mask in the workplace up to the tenth day from the onset of their symptoms or their last positive test (if asymptomatic) if the COVID-19 case is released from isolation before the tenth day from symptom onset or their last positive test (if asymptomatic).
7. **Parent Notification of School.** Parents should immediately inform the site when a student tests positive for COVID-19 and was onsite during the student's infectious period. MSA will communicate this expectation to parents.

8. **Post-Isolation Notification to Employees.** Upon excluding an employee from work, the Charter School shall give the employee information regarding COVID-19 related benefits to which the employee may be entitled under applicable federal, state, or local laws, including any benefits available under legally mandated sick leave, if applicable, workers' compensation law, local government requirements, the Charter School's own leave policies, and any leave guaranteed by contract, if any.
9. **Notification to Families.** When the Charter School is notified of a confirmed COVID-19 case, the Charter School may notify students who were exposed to the COVID-19 case during the case's infectious period and provide them with instructions for close contacts.
10. **Exposure; Close Contact.** An individual is considered exposed to a COVID-19 case and thus a "close contact" or part of an "exposed group" when they spend a cumulative total of fifteen minutes or more over a twenty-four hour period within the same indoor airspace of less than 400,000 cubic feet per floor. In large indoor airspaces greater than 400,000 cubic feet per floor, exposure to COVID-19 means being within six feet of an infected person for a cumulative total of fifteen minutes or more over a twenty-four hour period. If the CDPH changes this definition of close contact, the new definition shall be controlling. Upon discovering a COVID-19 Case, the Charter School must investigate and determine and notify the exposed group of employee close contacts. It is recommended but not required that the Charter School notify students of their potential close contact exposure.
11. **Individual Contact Tracing for Employees at LAUSD-owned School Sites.** COVID-19 Liaisons at LAUSD-owned school sites must use individual contact tracing to determine close contact exposure to employees. Employees have had close contact under individual contact tracing when they have spent a cumulative total of fifteen minutes or more over a twenty-four hour period within six feet of a positive case.
12. **Close Contact Notification to Employees.** The Charter School shall notify all employees and independent contractors who were close contacts of a COVID-19 case on campus as soon as possible. At LAUSD-owned school sites, this requires the COVID-19 Liaison to use the LAUSD IEM Reporting system.
13. **Quarantine.** The Charter School's COVID-19 Liaison shall stay up to date on any state and local health department orders implementing mandatory quarantine periods for close contacts and shall comply with same.
14. **Reporting Positive Cases to County.** The COVID-19 Liaison will report to the county health department anytime there are three positive cases discovered within a single classroom, office, or other pre-defined group at the Charter School, when those positive cases are considered linked and were on campus at any point within a seven-day period. This notification should be made using the Shared Portal for Outbreak Tracking (spot.cdph.ca.gov) and should be reported no later than one business day after discovery of the third case. The county health department will then determine if an outbreak is underway, in which case it will provide further instruction. If the county health department issues guidance that differs from this obligation or requires a different reporting method or threshold, the Charter School will comply with those directions.

15. **Outbreaks, Defined.** An Outbreak is defined by the CDPH as occurring when three or more COVID-19 cases are discovered in the same exposed group during a seven-day period.
16. **Outbreak Response Instructions.** If an Outbreak is verified by the local public health department, the Charter School will comply with all instructions received from the local public health department on how to respond to the Outbreak.
17. **Outbreak Testing.** Outbreak testing procedures are included in the COVID-19 Testing Plan, above.
18. **Outbreak Masking.** During an Outbreak, close contact employees in an exposed group must wear masks indoors and also outdoors when within six feet of another person, unless subject to exemption.
19. **Outbreak Ventilation.** During an Outbreak in a building or structure with mechanical ventilation, MERV-13 or greater filters will be used, or else the highest compatible filtration efficiency filters will be used. HEPA filtrations units will be used where ventilation remains inadequate to reduce the risk of COVID-19 transmission.
20. **Major Outbreaks.** If twenty or more employee COVID-19 cases in an exposed group were on campus during their infectious period within a thirty-day period, the Charter School will do the following:
 - a. Test all employees in the exposed group twice a week;
 - b. Report the outbreak to Cal/OSHA;
 - c. Provide respirators for voluntary use to employees in the exposed group, encourage their use, and train employees on respirator use; and
 - d. Require all employees not wearing respirators to maintain six feet of physical distancing where feasible.
21. **Healthcare Worker Masking.** Healthcare workers are required to wear a mask when conducting patient care.
22. **No Mask Discrimination.** The Charter School shall not prohibit any employee from wearing a mask or respirator voluntarily unless it would pose a safety hazard.
23. **Free Masks for Employees.** The Charter School will provide free, well-fitting medical masks and respirators (with instructions on proper fit) to all employees who work indoors and have contacts with others or who work in vehicles with others.
24. **Mask Exemptions.** Whenever masks are required to be worn by virtue of the elements of this Plan or by the order of a state or local public health department, the following exceptions shall apply:
 - a. When eating or drinking, if at least six feet apart from others, and only if indoor-outdoor ventilation has been maximized to the extent feasible.

- b. When individuals are subject to an approved exemption due to a medical or mental health condition or disability that makes mask wearing intolerable, in which case individuals will be directed to wear the most effective non-restrictive alternative available, such as a face shield and drape, to the extent tolerable. The Charter School will follow all public health guidance pertaining to the approval of medical mask exemptions, which must be substantiated by consultation with a medical practitioner such as a medical doctor, nurse practitioner, or similar.
- c. During specific tasks which cannot feasibly or safely be performed while wearing a mask.
- d. For those under two years of age.
- e. When sleeping.

25. **Ventilation.** The Charter School shall do at least one of the following:

- a. Maximize the supply of outside air to the extent feasible, except when the Air Quality Index is greater than 100 for any pollutant or when opening windows would otherwise be hazardous.
- b. Use mechanical air filtering using a filter at least up to MERV-13 value
- c. Use HEPA filtration units where ventilation is inadequate to reduce the risk of COVID-19 transmission.

IV. **COVID-19 Best Practices and Recommendations**

1. **Vaccination.** The Charter School encourages students and staff to receive all recommended COVID-19 vaccinations and boosters.
2. **Masks Generally.** MSA will provide appropriately sized, high-quality masks to children who do not have one and desire to use one. MSA recommends wearing a mask around others if you have respiratory symptoms (e.g., cough, runny nose, and/or sore throat).
3. **Providing Masks.** It is recommended that masks be provided to students. Masks shall be provided to employees on request.
4. **Masks After Exposure.** Students with known or suspected exposure to COVID-19 should wear masks indoors when around others for ten days from their last exposure.
5. **Testing After Exposure.** Students with known or suspected exposure to COVID-19 are recommended to test within 3-5 days following exposure.
6. **Masks in Nurse's Offices.** Wearing masks is strongly recommended for all while in health-associated facilities like nurse's offices, COVID-19 testing areas, isolation areas, etc.
7. **Hygiene Practices.** It is strongly recommended that all individuals maintain appropriate hand cleanliness, as frequent hand washing can help prevent the spread of communicable diseases. The Charter School will consider providing hand sanitizer at appropriate locations, teaching and reinforcing proper handwashing technique, teaching and reinforcing proper cough and sneeze etiquette, and discouraging the sharing of personal items such as cups, food, utensils, water bottles, etc.
8. **Sports and Extracurriculars.** COVID-19 Liaisons are recommended to consider temporarily pausing certain activities and clubs—especially those that involve physical exertion, close physical contact, or are breathing-intensive—during outbreaks or other times of high community virus transmission.

Coversheet

Approval of 2024-25 School Calendars for All MPS

Section: II. Consent Items
Item: B. Approval of 2024-25 School Calendars for All MPS
Purpose: Vote
Submitted by:
Related Material: II_B_2024-25 School Calendars for All MPS.pdf

Agenda Item:	II B: Consent Item
Date:	February 8, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	David Yilmaz, Chief Accountability Officer
RE:	Approval of 2024-25 School Calendars for All MPS

1. Action Proposed:

I move that the Board approve the 2024-25 School Calendars for all MPS.

2. Purpose:

We need to share our 2024-25 school calendar with our educational partners and start planning for the next school year as early as possible.

3. Background:

Instructional Minute Compliance

Per the California Education Code, charter schools have to offer at least 175 instructional days annually and also meet the required annual instructional minutes, which are 64,800 minutes for grades 9-12, 54,000 minutes for grades 4-8, 50,400 minutes for grades 1-3, and 36,000 minutes for kindergarten. MPS has always complied with the required instructional days and minutes; our instructional minutes are well above the state-required minimums, especially in grades K-8. At MPS instructional minutes on a regular day range from 335 minutes in elementary to 390 minutes in high school. The following table shows the annual instructional minutes for our schools in 2023-24.

School	# of instructional days	# of minutes offered annually	Minimum # of minutes required	# of minutes above the requirement
6-12 Schools				
MSA-1	185	65,218	64,800	418
MSA-2	185	65,240	64,800	440
MSA-3	185	65,265	64,800	465
MSA-4	185	65,529	64,800	729
MSA-5	185	65,260	64,800	460
MSA-Santa Ana	180	65,200	64,800	400
Middle Schools				
MSA-6	180	57,150	54,000	3,150
MSA-Bell	180	61,190	54,000	7,190

MSA-San Diego	180	60,770	54,000	6,770
Elementary Schools				
MSA-7	180	56,305	54,000	2,305
MSA-Santa Ana Elem * highest grade 6	180	56,305	54,000	2,305

Note: The table shows the “planned” minutes. Schools had an emergency closure on August 21st, 2023, and as a result their minutes were reduced, however, all schools still met the annual minute requirements. While designing bell schedules to meet annual instructional minutes, MPS always plans for excess minutes considering one possible emergency day of closure.

4. Analysis:

180 vs. 185 school days

Prior to 2021-22: Prior to 2021-22 MPS offered about 180/181 days of instruction in alignment with the local districts. Depending on our PD days and other details of the specific year’s calendar, such as start and end dates, school breaks and holidays, we chose between 180 and 181. In case of emergency school closures, additional day(s) have helped our high schools meet their annual instructional minutes without having to go through the filing of a “Request for Allowance of Attendance Because of Emergency Conditions” with the CDE.

2021-22: In order to address unfinished learning and overcome trauma due to COVID-19, many charter schools and districts extended the 2021-22 school year with the funds available to address the staffing, programs, and service needs. MPS also collected parent and staff feedback through surveys and presentations on several calendar options for the MPS 2021-22 school calendar. In 2021-22, all MPS schools in Los Angeles offered 185 instructional days, whereas MSA-San Diego and Santa Ana offered 180.

2022-23: The main discussion for 2022-23 was about whether to continue to offer 185 days or revert to the 180/181-day calendar. What played a key factor in our decision was SB 328. A major change taking place in 2022-23 was the school start time for our high schools. SB 328 approved by the Governor requires the school day for middle schools and high schools, including those operated as charter schools, to begin no earlier than 8:00 a.m. and 8:30 a.m., respectively. Our schools have traditionally started at 8:00 and the shift of high school start time to 8:30 a.m. would push the school end time by half an hour, creating many drawbacks for our after-school program, parent pick-up, teacher prep time for the next day, and more. If our high schools reverted from the 185-day calendar to the 180/181-day calendar, the school end time would be pushed even further, adding to the drawbacks.

After discussions with the school staff and leadership and careful consideration, our high schools in Los Angeles chose to continue with the 185-day calendar. This helped tremendously with meeting annual instructional minutes without having long school days that have late end times. MSA-Santa Ana, however, chose to continue with 180 days since they are a TK-12 school. The remaining schools, MSA-6, 7, Bell, and San Diego, which are elementary or middle, also chose the 180-day calendar over the 185-day calendar since they could still start their day at 8:00 a.m. and easily meet their annual minutes in a 180-day calendar.

2023-24: As in 2021-22 and 2022-23 calendars, our high schools in Los Angeles continued to offer 185

instructional days in 2023-24. The remaining schools have a 180-day calendar.

2024-25: It has been three years (2021-22, 2022-23, and 2023-24) that MSA-1, 2, 3, 4, and 5 have been using the 185-day calendar. School leadership teams proposed that we re-evaluate the 185-day calendar: Should we keep it or go back to the 180-day calendar while maintaining the quality instruction and collaboration time? With this question in mind, MSA-1, 2, 3, 4, and 5 school staff have been presented with the pros and cons of both calendars and surveyed. **The survey resulted in most staff choosing the 180-day calendar. 121 staff members responded to the survey: 73 (60%) chose the 180-day calendar; 48 (40%) chose the 185-day calendar.** The trade-off with the 180-day choice is a longer school day (12-14 minutes) to accommodate for the annual instructional minutes.

Please see the attached document titled “**2024-25 MPS Academic Calendar Survey**” to see template presentation that was shared with the school sites.

2024-25 School Calendars

Attached and below is the proposed 2024-25 academic calendar for MPS.

2024-25 MPS ACADEMIC CALENDAR					
					Holidays & Breaks
					Important Dates
		MSA-1 thru 8	MSA-Santa Ana	MSA-San Diego	
JUL	Independence Day	7/4 (Thu)	7/4 (Thu)	7/4 (Thu)	
AUG	First Day of Instruction	8/13 (Tue)	8/12 (Mon)	8/12 (Mon)	
SEP	Labor Day	9/2 (Mon)	9/2 (Mon)	9/2 (Mon)	
SEP	Staff P.D. Day (Pupil Free Day) [1]	9/20 (Fri)	9/20 (Fri)	9/20, 10/4	
NOV	Veterans Day	11/11 (Mon)	11/11 (Mon)	11/11 (Mon)	
NOV	Thanksgiving Break	11/25-11/29	11/25-11/29	11/25-11/29	
DEC	Last Day of First Semester	12/13 (Fri)	12/13 (Fri)	12/20 (Fri)	
DEC	Winter Break	12/16-1/3	12/16-1/3	12/23-1/3	
JAN	Staff P.D. Day (Pupil Free Day)	1/6 (Mon)	1/6 (Mon)	1/6 (Mon)	
JAN	First Day of Second Semester	1/7 (Tue)	1/7 (Tue)	1/7 (Tue)	
JAN	M. L. King Day	1/20 (Mon)	1/20 (Mon)	1/20 (Mon)	
FEB	Presidents' Day	2/17 (Mon)	2/14-2/17	2/14-2/17	
MAR	Staff P.D. Day (Pupil Free Day) [2]	3/7 (Fri)	3/7 (Fri)	3/7 (Fri)	
MAR	Cesar Chavez Day	3/31 (Mon)	3/31 (Mon)	3/31 (Mon)	
APR	Spring Break	4/14-4/18	4/14-4/18	3/31-4/4	
MAY	Memorial Day	5/26 (Mon)	5/26 (Mon)	5/26 (Mon)	
JUN	Last Day of Instruction	6/6 (Fri)	6/6 (Fri)	5/30 (Fri)	
JUN	Juneteenth	6/19 (Thu)	6/19 (Thu)	6/19 (Thu)	
# of Instructional Days:		180	180	180	
# of Staff P.D. (Pupil Free) Days:		3	3	4	

MSA-1 thru 8

MSA-1 through 8 will follow the LAUSD calendar very closely in terms of start and end dates and holidays and breaks, except for starting 1 day after LAUSD, and our three MPS-wide staff development days, one in the fall (September 20), one in the winter (January 6), and one in the spring (March 7). Different from MPS, LAUSD calendar has Admission Day (August 30) as a holiday and two unassigned days (October 3 and April 24). The following table compares our school breaks and no-student days with those of the district.

	LAUSD	MSA-1 thru 5
First Day of Instruction	8/12	8/13
Winter Break	3 weeks (12/16-1/3)	The same as LAUSD
Spring Break	1 week (4/14-4/18)	The same as LAUSD
Last Day of Instruction	6/10	6/6
Other:	No-student days on 8/30, 10/3, 4/24;	No-student days (PD days for staff) on 9/20, 1/6, 3/7
# of Instructional Days	183	180

MSA-Santa Ana

After careful consideration and feedback from their educational partners, MSA-Santa Ana has chosen to follow a similar school calendar to both the SAUSD’s calendar and the MPS-LA Schools’ calendar. SAUSD’s 2024-25 calendar is not available yet. However, we have their calendars from previous years and the differences between the SAUSD and MSA-Santa Ana calendars have been discussed with the school administration, and they believe that the differences will not impact student attendance considering the grade span of the school is K-12 and that the school will communicate any differences closely with the parents. MSA-Santa Ana administration has also stated that having a 2-week winter break like SAUSD would negatively impact their ADA, so they would rather continue to have a 3-week winter break as they have been doing for the last few years. MSA-Santa Ana school leadership team believes that this proposed calendar will be in the best interest of their community.

MSA-San Diego

After their educational partners’ feedback, MSA-San Diego school leadership team has decided to follow the SDUSD calendar very closely except for the MPS fall symposium day and the last day of school. The school desired to be in sync with the SDUSD for winter and spring breaks. The following table compares MSA-San Diego school breaks and no-student days with those of the SDUSD.

	<u>SDUSD</u>	<u>MSA-San Diego</u>
First Day of Instruction	8/12	The same as SDUSD
Winter Break	2 weeks (12/23-1/3)	The same as SDUSD
Spring Break	1 week (3/31-4/4)	The same as SDUSD
Last Day of Instruction	5/29	5/30
Other:	No-student day on 10/4, 1/6, 3/7	No-student days (PD days for staff) on 9/20, 10/4, 1/6, 3/7
# of Instructional Days	180	180

5. Impact:

We developed the calendars in collaboration with the school leadership teams who have sought feedback from their educational partners. LAUSD, SDUSD, and SAUSD calendars have been carefully considered while finalizing our calendars, making it more convenient for our families and mitigating the risk of reduced ADA. (Note: SAUSD calendar is not available yet, but we know the patterns from their previous calendars.)

For professional development, MPS will continue to have summer PD for admin, teachers, and new teachers in the summer as well as our staple teacher symposium days during the year. In addition, we are adding January 6, 2024, the Monday after the winter break, as a PD/preparation day.

Next Steps

After board approval of the school calendar, the schools will finalize other important dates on their school calendar (orientation, back to school night, parent conferences, lottery, etc.) MPS Home Office has created a calendar for all such important dates and some of those dates are flexible, to be decided by the sites, while other important dates are set MPS-wide. For example, summer PD, progress report dates and MAP test dates will be MPS-wide; back to school night and lottery dates will be site-specific within the windows determined by the Home Office.

School sites will also finalize their bell-schedules and complete the “2024-25 Instructional Minutes Calculation” form to ensure they are compliant with the annual instructional minute requirements. The forms will be signed by the school leadership and submitted to the Chief Accountability Officer for compliance and audit purposes and to prepare well in advance for the new school year. If the school leadership needs to make any changes to the school’s schedule after their submission of the instructional minute calculation form, the approval process will be repeated.

6. Budget Implications:

N/A



7. **Committee Recommendations:**

N/A

8. **Exhibits:**

1. 2024-25 MPS Academic Calendar
2. 2024-25 LAUSD Calendar
3. 2024-25 SDUSD Calendar
4. 2024-25 MPS Academic Calendar Survey

2024-25 MPS ACADEMIC CALENDAR					
					Holidays & Breaks
					Important Dates
		MSA-1 thru 8	MSA-Santa Ana	MSA-San Diego	
JUL	Independence Day	7/4 (Thu)	7/4 (Thu)	7/4 (Thu)	
AUG	First Day of Instruction	8/13 (Tue)	8/12 (Mon)	8/12 (Mon)	
SEP	Labor Day	9/2 (Mon)	9/2 (Mon)	9/2 (Mon)	
SEP	Staff P.D. Day (Pupil Free Day) [1]	9/20 (Fri)	9/20 (Fri)	9/20, 10/4	
NOV	Veterans Day	11/11 (Mon)	11/11 (Mon)	11/11 (Mon)	
NOV	Thanksgiving Break	11/25-11/29	11/25-11/29	11/25-11/29	
DEC	Last Day of First Semester	12/13 (Fri)	12/13 (Fri)	12/20 (Fri)	
DEC	Winter Break	12/16-1/3	12/16-1/3	12/23-1/3	
JAN	Staff P.D. Day (Pupil Free Day)	1/6 (Mon)	1/6 (Mon)	1/6 (Mon)	
JAN	First Day of Second Semester	1/7 (Tue)	1/7 (Tue)	1/7 (Tue)	
JAN	M. L. King Day	1/20 (Mon)	1/20 (Mon)	1/20 (Mon)	
FEB	Presidents' Day	2/17 (Mon)	2/14-2/17	2/14-2/17	
MAR	Staff P.D. Day (Pupil Free Day) [2]	3/7 (Fri)	3/7 (Fri)	3/7 (Fri)	
MAR	Cesar Chavez Day	3/31 (Mon)	3/31 (Mon)	3/31 (Mon)	
APR	Spring Break	4/14-4/18	4/14-4/18	3/31-4/4	
MAY	Memorial Day	5/26 (Mon)	5/26 (Mon)	5/26 (Mon)	
JUN	Last Day of Instruction	6/6 (Fri)	6/6 (Fri)	5/30 (Fri)	
JUN	Juneteenth	6/19 (Thu)	6/19 (Thu)	6/19 (Thu)	
# of Instructional Days:		180	180	180	
# of Staff P.D. (Pupil Free) Days:		3	3	4	



Los Angeles Unified School District INSTRUCTIONAL SCHOOL CALENDAR 2024-2025

**Board Approved
6/20/2023**

JULY

MO	TU	WE	TH	FR
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

AUGUST

MO	TU	WE	TH	FR
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

SEPTEMBER

MO	TU	WE	TH	FR
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

OCTOBER

MO	TU	WE	TH	FR
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

NOVEMBER

MO	TU	WE	TH	FR
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

DECEMBER

MO	TU	WE	TH	FR
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

JANUARY

MO	TU	WE	TH	FR
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

FEBRUARY

MO	TU	WE	TH	FR
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

MARCH

MO	TU	WE	TH	FR
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

APRIL

MO	TU	WE	TH	FR
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

MAY

MO	TU	WE	TH	FR
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

JUNE

MO	TU	WE	TH	FR
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

- | | |
|--|--|
| 07/04/24 Independence Day | 01/20/25 Dr. Martin L. King Jr. Birthday |
| 08/12/24 First Day of Instruction | 02/17/25 Presidents' Day |
| 08/30/24 Admission Day | 03/31/25 Cesar E. Chavez Birthday |
| 09/02/24 Labor Day | 04/14 - 04/18/25 Spring Break |
| 11/11/24 Veterans Day | 04/24/25 Armenian Genocide Remembrance Day |
| 11/28 - 11/29/24 Thanksgiving Holiday | 05/26/25 Memorial Day |
| 12/16/24 - 12/18/24 Optional Winter Recess Academy | 06/10/25 Last Day of Instruction |
| 12/16/24 - 01/03/25 Winter Break | 06/19/25 Juneteenth Holiday |
| 01/06/25 Second Semester Begins | |

LEGEND:

- First Day/Last Day of Instruction
- Legal/Local Holidays
- Optional Winter Recess Academy
- School Recess
- Unassigned Day (no school)
- Optional Employee Preparation Day
- Second Semester Begins
- Instructional Days

<u>Instructional Days</u>	
Fall Semester	81
Spring Semester	102
Total	183

**SAN DIEGO UNIFIED SCHOOL DISTRICT
2024-25 INSTRUCTIONAL CALENDAR
FINAL**

ADOPTED BY THE BOARD OF EDUCATION 5-10-2022

	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F		TOTALS
JULY	1	2	3	4 H	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31			Jul	0
AUGUST				1	2	5	6	7	8	9	12 F	13	14	15	16	19	20	21	22	23	26	27	28	29	30	Aug	15
SEPTEMBER	2 H	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30					Sep	20
OCTOBER		1	2	3	4 NI	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31		Oct	22
NOVEMBER					1	4	5	6	7	8	11 H	12	13	14	15	18	19	20	21	22	25 NI	26 NI	27 NI	28 H	29 H	Nov	15
DECEMBER	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20 *	23 NI	24 H	25 H	26 NI	27 NI	30 NI	31 H				Dec	15
JANUARY			1 H	2 NI	3 NI	6 NI	7	8	9	10	13	14	15	16	17	20 H	21	22	23	24	27	28	29	30	31	Jan	18
FEBRUARY	3	4	5	6	7	10	11	12	13	14 H	17 H	18	19	20	21	24	25	26	27	28						Feb	18
MARCH	3	4	5	6	7 NI	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31 NI					Mar	19
APRIL		1 NI	2 NI	3 NI	4 NI	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30			Apr	18
MAY				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26 H	27	28	29 L	30	May	20
JUNE	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30					Jun	0
	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	Total	180

- H** Holiday
- F/L** First/Last Day of School
- NI** Non-Instructional Day (No School)
- Yellow** Instruction Day
- Blue**
- Orange**
- Green**
- Yellow**

* End of semester 1

2024-25



MPS Academic Calendar Survey for MSA-1, 2, 3, 4, and 5 Date: January, 2024

Background

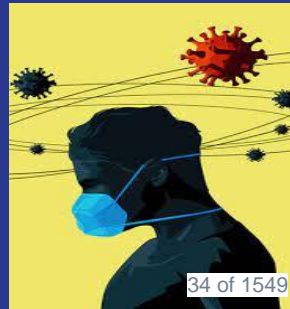
- **Historical:** The following are the number of instructional days over the years:
 - **2023-24: MSA-1-5: 185**, MSA-6-8, SD, SA: 180 (All LA 6-12 schools 185)
 - 2022-23: MSA-1-5: 185, MSA-6-8, SD, SA: 180 (All LA 6-12 schools 185)
 - 2021-22: MSA-1-8: 185, MSA-SD, SA: 180 (All LA schools 185)
 - 2020-21: MSA-1-8, SD, SA: 180 (All schools 180)
- **Why the increase from 180 to 185?** The number of school days was increased from 180 to 185 in 2021-22 to address gaps in learning exacerbated by school closures during the pandemic and increase planning and collaboration time. This option allocated five additional instructional days to address unfinished learning and overcome trauma due to COVID-19. It also allowed teachers to have extended planning and collaborative time, such as PLCs and individual protected planning times/days on minimum days (Wednesdays).



It has been three years with the 185-day calendar. It's now time to re-evaluate! Should we keep our 185-day calendar or go back to the typical 180-day calendar while maintaining the quality instruction and collaboration time?

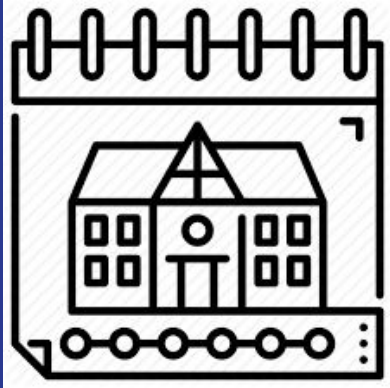


185 or 180?



Additional Facts

- **LAUSD:** LAUSD has switched to a 183-day calendar as of 2023-24.
 - **2024-25: 183**
 - **2023-24: 183**
 - 2022-23 and earlier: 180
- **Annual Instructional Minutes:** CA Ed Code requires that charter schools provide at least 175 instructional days and meet the following number of instructional minutes annually: Kindergarten: 36,000 Grades 1-3: 50,400 Grades 4-8: 54,000 **Grades 9-12: 64,800**
- **Longer School Day?** Switching from a 185-day calendar to a 180-day calendar will result in a longer school day due to the fact that the required minimum annual instructional minutes would have to fit in 180 days instead of 185. The approximate extension would be 12-14 minutes per regular day, keeping the minimum Wednesdays the same.



Calendar Options

		185 days	180 days
JUL	Independence Day	7/4 (Thu)	7/4 (Thu)
AUG	First Day of Instruction	8/13 (Tue)	8/13 (Tue)
SEP	Labor Day	9/2 (Mon)	9/2 (Mon)
SEP	Staff P.D. Day (Pupil Free Day)	9/20 (Fri)	9/20 (Fri)
NOV	Veterans Day	11/11 (Mon)	11/11 (Mon)
NOV	Thanksgiving Break	11/25-11/29	11/25-11/29
DEC	Last Day of First Semester	12/13 (Fri)	12/13 (Fri)
DEC	Winter Break	12/16-1/3	12/16-1/3
JAN	Staff P.D. Day (Pupil Free Day)	1/6 (Mon)	1/6 (Mon)
JAN	First Day of Second Semester	1/7 (Tue)	1/7 (Tue)
JAN	M. L. King Day	1/20 (Mon)	1/20 (Mon)
FEB	Presidents' Day	2/17 (Mon)	2/17 (Mon)
MAR	Staff P.D. Day (Pupil Free Day)	3/7 (Fri)	3/7 (Fri)
MAR	Cesar Chavez Day	3/31 (Mon)	3/31 (Mon)
APR	Spring Break	4/14-4/18	4/14-4/18
MAY	Memorial Day	5/26 (Mon)	5/26 (Mon)
JUN	Last Day of Instruction	6/13 (Fri)	6/6 (Fri)
JUN	Juneteenth	6/19 (Thu)	6/19 (Thu)

Option 1:
185 days

Option 2:
180 days

Comparison of Options 1 & 2

- **COMMONALITIES:** All dates (First Day, Holidays, Breaks, PD Days) are the **SAME** for both options except for the Last Day of Instruction. (Both options have the same start date and follow the LAUSD calendar to the maximum extent possible to maximize student ADA.)
- **LAST DAY OF INSTRUCTION:**
 - **Option 1 - 185 days:** June 13th (Friday)
 - **Option 2 - 180 days:** June 6th (Friday)
 - LAUSD - 183 days: June 10th (Tuesday)
- **REGULAR / MINIMUM DAYS:** Schools can keep their minimum days (Wednesdays) as is, but the regular school day would have to be extended by 12-14 minutes in **Option 2**, as explained on an earlier slide, due to the annual instructional minute requirement for grades 9-12.

Arguments for Options 1 & 2

	OPTION 1 (185)	OPTION 2 (180)
Number of Instructional Days	Argument in Favor of 185: Five additional instructional days help better implement the curriculum and support our students and also allow for a more flexible testing schedule.	Rebuttal to Argument in Favor of 185: Although studies have produced inconclusive results on the universal benefits of extended school years, researchers have reached agreement on three key points: quality of time is more important than quantity of time; low income and low achieving students benefit most from extended school years; and no relationship has been found between scores on international tests of academic achievement and the amount of time students spend in school.

Arguments for Options 1 & 2

	OPTION 1 (185)	OPTION 2 (180)
Last Day of Instruction		Argument in Favor of 180: Closing five days earlier allows for an earlier and/or longer summer school program. It also allows for a much needed one-week longer summer break for teachers, admin, and staff.
Length of School Day	Argument in Favor of 185: It allows the school day to be 12-14 minutes shorter compared to the 180-day calendar. Consequently, the after-school program can start earlier than it would in a 180-day calendar. (Combined with the 8:30 am start time, a longer day may feel even longer on a 180-day calendar.)	Rebuttal to Argument in Favor of 185: Most extended school programs take place in the morning, not after school. The after-school program can be extended to accommodate the ASES program requirements.

Arguments for Options 1 & 2

	OPTION 1 (185)	OPTION 2 (180)
Collaboration Time / Minimum Wednesdays	<p>Argument in Favor of 185: It allows teachers to have extended planning and collaborative time, such as PLCs and individual protected planning times/days on minimum days (Wednesdays). Allows for additional minimum days.</p>	<p>Rebuttal to Argument in Favor of 185: Minimum Wednesdays can be kept the same way if the regular days are extended by 12-14 minutes.</p>
Salary	<p>There is no salary increase for the five additional days.</p>	<p>Argument in Favor of 180: There is no salary increase for the five additional days.</p>

Survey will be sent to select
your preference.

Questions, Concerns, Comments

Coversheet

Data Presentation: MPS' Performance on the CA School Dashboard

Section: III. Information/Discussion Items
Item: A. Data Presentation: MPS' Performance on the CA School Dashboard
Purpose: Discuss
Submitted by:
Related Material: III_A_MPS Performance on the CA School Dashboard.pdf



Agenda Item:	III A: Information/Discussion Item
Date:	February 8, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	David Yilmaz, Chief Accountability Officer
RE:	Data Presentation: MPS’ Performance on the CA School Dashboard

1. Action Proposed:

N/A

2. Purpose:

To inform our educational partners about MPS’ performance on the 2023 CA School Dashboard. Review of data is essential to understand trends and to reflect and act for continuous improvement.

3. Background:

The California School Dashboard (Dashboard) is an online tool designed to help communities across the state access important information about kindergarten through grade twelve schools and districts. The Dashboard features easy-to-read reports on multiple measures of school success. The Dashboard represents one of many steps taken over the past decade that have raised the bar for student learning, increased the focus on equity, and expanded the review of performance data to a specific set of state and local measures. For more information, please visit the Dashboard website at <https://www.caschooldashboard.org/>.

The Dashboard provides a report for each school, but there is no aggregate report for a charter school organization with multiple schools. To display MPS’ performance on one page with each school’s data, we have created an internal accountability page which allows convenient comparison of an MSA with another MSA, with the local districts and the state. Having the data on one internal Dashboard page also allows us to see the larger organizational picture in terms of student groups, e.g., how Students with Disabilities performed at one MSA vs. at another MSA. The internal Dashboard page helps guide discussions, share best practices, and plan next steps during our monthly school leader meetings. Some of the charts and visuals from this page are included in the attached report as well.

We intend to present the academic committee and the Board our CA School Dashboard data on an annual basis around January/February.

4. Analysis:

Please see the attachment for an analysis of our data and let us know if you have any questions



about MPS' performance on the 2023 CA School Dashboard.

5. **Impact:**

MPS is a data-driven organization where the Home Office and the school leadership and office teams closely monitor our student achievement data. The data is regularly shared and reviewed with the school teams. The Home Office academic and accountability teams guide discussion with the school teams, sharing of best practices, and planning of next steps.

California also offers a system of support that includes three levels of support to LEAs and schools. Level 1 support is for all LEAs and schools. Level 2 support is differentiated assistance for LEAs, in the form of individually designed assistance, to address identified performance issues, including significant disparities in performance among student groups. Level 3 support is when the State Superintendent of Public Instruction requires more intensive interventions for LEAs with persistent performance issues and a lack of improvement over a specified time period. Based on the 2022 and 2023 Dashboard results, MSA-1 and MSA-Bell have been determined to be eligible for Level 2 support, i.e., Differentiated Assistance (DA).

6. **Budget Implications:**

N/A

7. **Exhibits:**

- MPS' Performance on the 2023 CA School Dashboard



MPS' Performance on the 2023 CA School Dashboard

*Home Office
February 2024*

2023 CA School Dashboard

State Measures

State Measures

Six state measures allow for comparisons across schools and districts.

- Academic Performance
- English Learner Progress
- Chronic Absenteeism
- High School Graduation Rate
- College/Career Readiness
- Suspension Rate

Results are presented for all districts, schools, and defined student groups (e.g., racial/ethnic groups, low income, English learners, homeless, foster youth, and students with disabilities).

For the 2023 Dashboard, schools and districts receive one of five performance levels for each eligible state measure except for College/Career Readiness. The performance levels are determined using current year and prior year data and are represented by a color ranging from Red to Blue.



Schools and districts with high school graduates will receive a Status Level (as shown in the image below), ranging from Very Low to Very High, for College/Career Readiness, which is reflective of what students achieved in high school up until the 2022–23 school year and does not compare against prior year data.



Powered by BoardOnTrack

caschooldashboard.org



Explore information about your local school and district.

The California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

LEAs, schools, and student groups must have at least **30 or more** students in both the current and prior year in the **denominator** of the state indicator to receive a Performance Level (color).

2023 CA School Dashboard

How Color is Determined

Change

Level	Declined Significantly from Prior Year	Declined from Prior Year	Maintained from Prior Year	*Increased from Prior Year	Increased Significantly from Prior Year
Very High in Current Year	Yellow	Green	Blue	*Blue	Blue
*High in Current Year	*Orange	*Yellow	*Green	*Green	Blue
Medium in Current Year	Orange	Orange	Yellow	Green	Green
Low in Current Year	Red	Orange	Orange	Yellow	Yellow
Very Low in Current Year	Red	Red	Red	Orange	Yellow

Status

MSA-San Diego

LEARN MORE
Mathematics

All Students State

Green

8.5 points above standard

Increased 6.9 Points 📈

EQUITY REPORT
Number of Student Groups in Each Level

0 Red	1 Orange	2 Yellow	3 Green	1 Blue
----------	-------------	-------------	------------	-----------

View More Details →

2023 CA School Dashboard

MPS' Performance in English Language Arts (3-8,11)

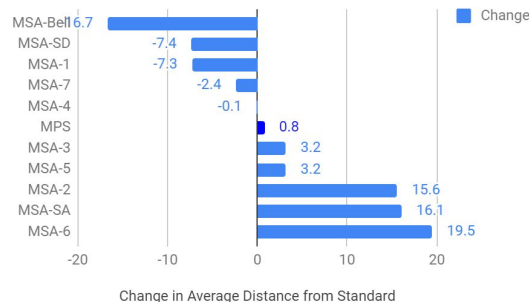
CEO Metric: All student groups across MPS will show growth on the CAASPP-ELA/Literacy assessments by a **3-point or more increase from the prior year** as measured by the CA School Dashboard.

Actual: Overall, MPS showed a **0.8-point increase**. **Five of 10 schools** showed a **3-point or more increase for schoolwide results**. Detailed student group reports are attached.

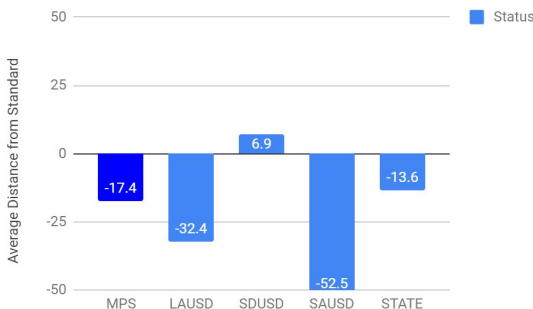
All Students (ALL)				
Student Performance	Number of Students	Status	Change	
		Low	Declined	
MSA-1	397	41.1 points below standard	-7.3 points	
		Low	Increased Significantly	
MSA-2	336	19.3 points below standard	+15.6 points	
		Low	Increased	
MSA-3	192	40.2 points below standard	+3.2 points	
		Low	Maintained	
MSA-4	-	15.4 points below standard	-0.1 points	
		Medium	Increased	
MSA-5	126	0.5 points above standard	+3.2 points	
		High	Increased Significantly	
MSA-6	87	29.3 points above standard	+19.5 points	
		Low	Maintained	
MSA-7	132	32.7 points below standard	-2.4 points	
		Low	Declined Significantly	
MSA-Bell	367	41.1 points below standard	-16.7 points	
		High	Declined	
MSA-SD	405	27.2 points above standard	-7.4 points	
		Low	Increased Significantly	
MSA-SA	264	14.6 points below standard	+16.1 points	

MPS	Orange	2,324	17.4 points below standard	Maintained	+0.8 points
MPS-LA	Orange	1,655	28.8 points below standard	Maintained	-0.9 points
LAUSD	Orange	189,959	32.4 points below standard	Maintained	-1.6 points
SDUSD	Yellow	44,060	6.9 points above standard	Maintained	+1.9 points
SAUSD	Orange	19,974	52.5 points below standard	Maintained	-2.2 points
STATE	Orange	2,979,436	13.6 points below standard	Maintained	-1.4 points

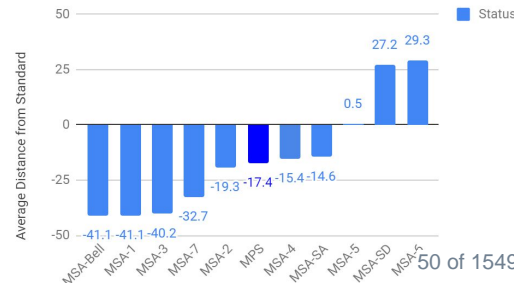
2022-23 ELA (3-8,11) - All Students Change



2022-23 ELA (3-8,11) - All Students Status



2022-23 ELA (3-8,11) - All Students Status



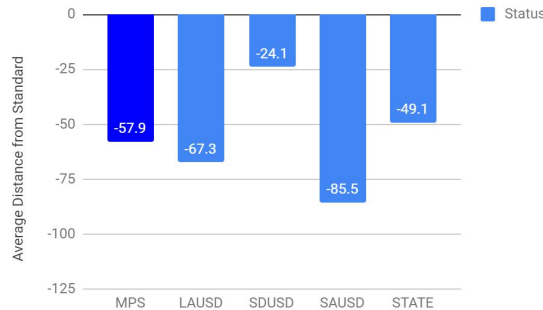
2023 CA School Dashboard

MPS' Performance in Mathematics (3-8,11)

All Students (ALL)			
Student Performance	Number of Students	Status	Change
		Low	Increased Significantly
MSA-1	399	82.7 points below standard	+17.5 points
MSA-2	335	62.9 points below standard	+15.0 points
MSA-3	193	Very Low	Declined Significantly
		109.5 points below standard	-22.6 points
MSA-4	18	Very Low	Declined Significantly
		136.1 points below standard	-54.7 points
MSA-5	127	Low	Increased Significantly
		49.4 points below standard	+17.6 points
MSA-6	87	Medium	Increased Significantly
		15.3 points below standard	+35.5 points
MSA-7	132	Low	Declined
		58.2 points below standard	-12.1 points
MSA-Bell	366	Low	Declined Significantly
		94.6 points below standard	-15.3 points
MSA-SD	405	High	Increased
		8.5 points above standard	+6.9 points
MSA-SA	264	Low	Increased Significantly
		39.9 points below standard	+19.1 points

MPS	Yellow	2,326	Low	Increased
			57.9 points below standard	+6.5 points
MPS-LA	Yellow	1,657	Low	Increased
			77.0 points below standard	+3.0 points
LAUSD	Yellow	189,593	Low	Increased
			67.3 points below standard	+4.2 points
SDUSD	Green	43,952	Medium	Increased
			24.1 points below standard	+6.0 points
SAUSD	Orange	19,941	Low	Maintained
			85.5 points below standard	+2.7 points
STATE	Orange	2,971,540	Low	Maintained
			49.1 points below standard	+2.6 points

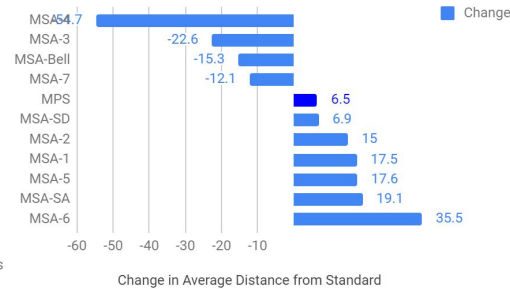
2022-23 Mathematics (3-8,11) - All Students Status



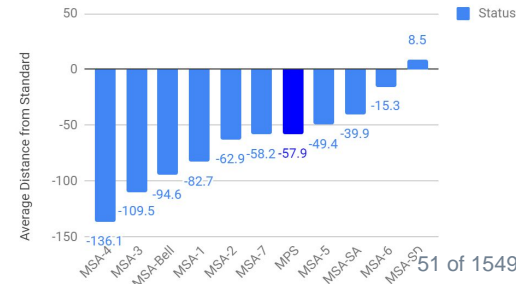
CEO Metric: All student groups across MPS will show growth on the CAASPP-Mathematics assessments by a **3-point or more increase from the prior year** as measured by the CA School Dashboard.

Actual: Overall, MPS showed a **6.5-point increase**. **Six of 10 schools** showed a **3-point or more increase for schoolwide results**. Detailed student group reports are attached.

2022-23 Mathematics (3-8,11) - All Students Change



2022-23 Mathematics (3-8,11) - All Students Status



2023 CA School Dashboard

MPS' Performance in English Learner Progress (1-12)

	All Students			
	Student Performance	Number of Students	Status	Change
MSA-1	Green	148	High 55.4%	1.8%
MSA-2	Green	75	High 60.0%	5.1%
MSA-3	-	25	Very High 68.0%	4.4%
MSA-4	-	18	High 61.1%	4.9%
MSA-5	Yellow	68	High 63.2%	-4.5%
MSA-6	-	14	Medium 50.0%	-16.7%
MSA-7	Red	69	Very Low 33.3%	-14.8%
VSA-Bell	Red	54	Low 44.4%	-10.9%
MSA-SD	-	26	Very High 73.1%	4.1%
MSA-SA	Blue	131	Very High 73.3%	25.1%

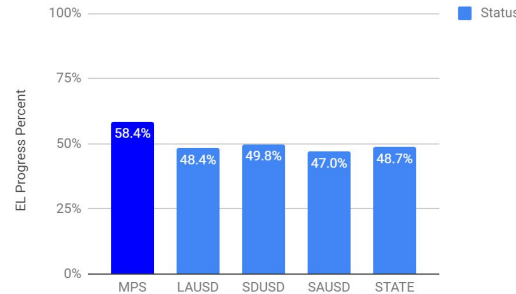
MPS	Green	628	High 58.4%	3.6%
MPS-LA	Orange	471	Medium 53.5%	-2.5%
LAUSD	Orange	62,185	Medium 48.4%	-3.0%
SDUSD	Yellow	11,473	Medium 49.8%	-0.2%
SAUSD	Orange	12,354	Medium 47.0%	-6.5%
STATE	Yellow	829,209	Medium 48.7%	-1.6%

LCAP Metric: Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year as measured by the CA School Dashboard

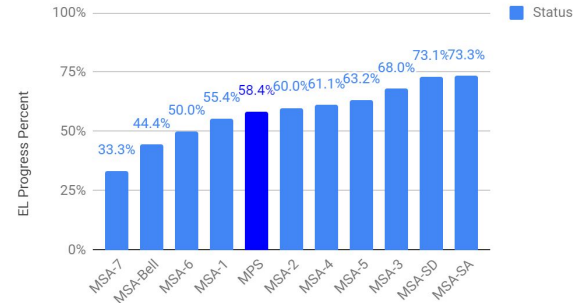
Target: **≥ 50%**

Actual: **Overall, MPS percentage is 58.4%** (an increase of 3.6% points). **Eight of 10 schools** have a status of 50% or greater.

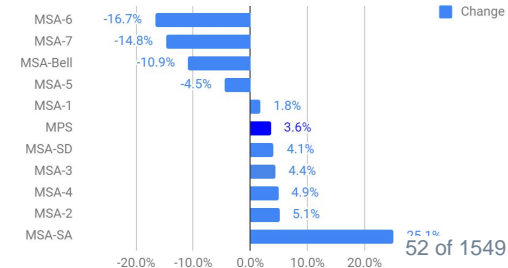
2022-23 English Learner Progress (1-12) - Status



2022-23 English Learner Progress (1-12) - Status



2022-23 English Learner Progress (1-12) - Change













2023 CA School Dashboard

MPS' Performance in College/Career Indicator (9-12)

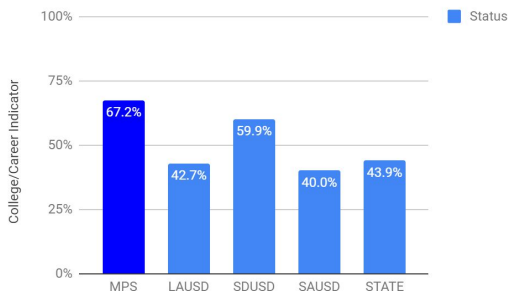
CEO Metric: 50% or more of MPS seniors will earn the "Prepared" designation on the College Career Indicator (CCI) as measured by the CA School Dashboard, with the ultimate goal of 100% preparedness for all.

Actual: Overall, MPS percentage is 67.2%. Five of six schools have a status of 50% or greater.

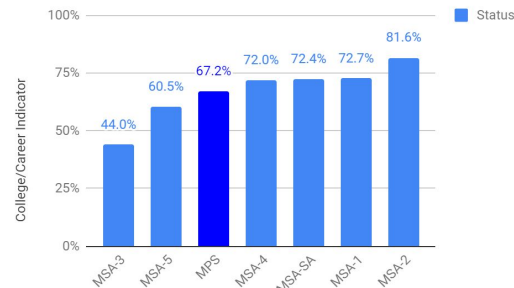
All Students (ALL)				
	Student Performance	Number of Students	Status	Change
MSA-1	 Very High	77	Very High 72.7%	-
MSA-2	 Very High	49	Very High 81.6%	-
MSA-3	 Medium	50	Medium 44.0%	-
MSA-4	-	25	Very High 72.0%	-
MSA-5	 High	38	High 60.5%	-
MSA-SA	-	29	Very High 72.4%	-

MPS	 High	268	High 67.2%	-
MPS-LA	 High	239	High 66.5%	-
LAUSD	 Medium	30,023	Medium 42.7%	-
SDUSD	 High	6,796	High 59.9%	-
SAUSD	 Medium	3,711	Medium 40.0%	-
STATE	 Medium	495,972	Medium 43.9%	-

2022-23 College/Career Indicator (9-12) - All Students Status



2022-23 College/Career Indicator (9-12) - All Students Status



2023 CA School Dashboard

MPS' Performance in Graduation Rate (9-12)

All Students (ALL)				
	Student Performance	Number of Students	Status	Change
MSA-1	Yellow	78	High	Declined
			94.9%	-1.0% pts
MSA-2	Blue	49	Very High	Declined
			95.9%	-4.1% pts
MSA-3	Yellow	50	High	Declined Significantly
			94.0%	-6.0% pts
MSA-4	-	25	Very High	Maintained
			96.0%	-0.3% pts
MSA-5	-	39	High	Declined
			92.3%	-4.1% pts
MSA-SA	-	29	Very High	Increased Significantly
			100.0%	+7.3% pts

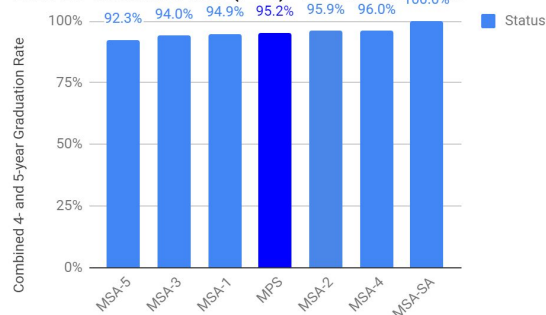
MPS	Blue	270	Very High	Declined
			95.2%	-1.7% pts
MPS-LA	Yellow	241	High	Declined
			94.6%	-3.3% pts
LAUSD	Orange	31,570	Medium	Declined
			83.6%	-2.4% pts
SDUSD	Yellow	6,973	Medium	Maintained
			89.9%	-0.8% pts
SAUSD	Orange	3,744	Medium	Declined
			89.7%	-2.8% pts
STATE	Orange	503,548	Medium	Declined
			86.4%	-1.0% pts

LCAP Metric: Graduation Rate as measured by the CA School Dashboard.

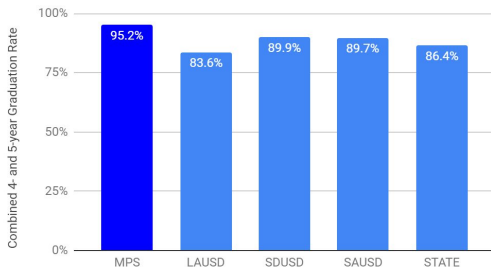
Target: $\geq 95\%$

Actual: Overall, MPS percentage is **95.2%** (a decline of 1.7% points). **Three of six schools** have a status of 95% or greater.

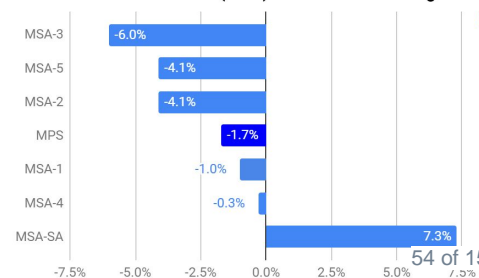
2022-23 Graduation Rate (9-12) - All Students Status



2022-23 Graduation Rate (9-12) - All Students Status



2022-23 Graduation Rate (9-12) - All Students Change



2023 CA School Dashboard

MPS' Performance in Chronic Absenteeism Rate (K-8)

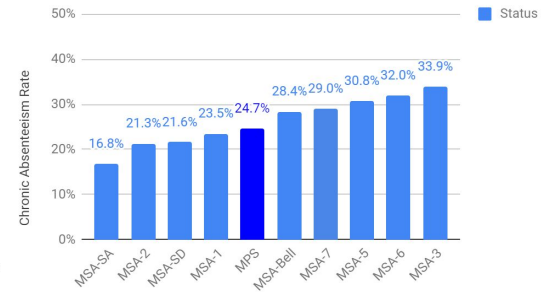
CEO Metric: Chronic Absenteeism Rate of 15% or less, with the ultimate goal of 0%

Actual: Overall, MPS percentage is 24.7% (a decrease of 1.0% points). **No school** has a status of 15% or less. (Five of nine schools showed a decrease.)

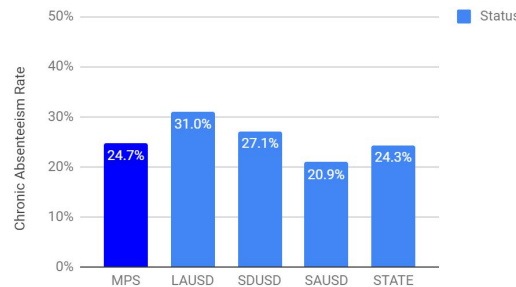
All Students (ALL)				
	Student Performance	Number of Students	Status	Change
MSA-1	Yellow	370	Very High 23.5%	Declined Significantly -6.4% pts
MSA-2	Yellow	310	Very High 21.3%	Declined Significantly -6.0% pts
MSA-3	Orange	176	Very High 33.9%	Declined -0.7% pts
MSA-4	-	0	*	-
MSA-5	Red	132	Very High 30.8%	Increased +0.5% pts
MSA-6	Orange	97	Very High 32.0%	Declined -1.0% pts
MSA-7	Red	269	Very High 29.0%	Increased Significantly +4.5% pts
MSA-Bell	Red	394	Very High 28.4%	Maintained 0.0% pts
MSA-SD	Yellow	435	Very High 21.6%	Declined Significantly -3.1% pts
MSA-SA	Red	354	High 16.8%	Increased Significantly +5.2% pts

MPS	Orange	2,537	Very High 24.7%	Declined -1.0% pts
MPS-LA	Orange	1,748	Very High 27.1%	Declined -1.8% pts
LAUSD	Yellow	283,375	Very High 31.0%	Declined Significantly -8.8% pts
SDUSD	Yellow	68,695	Very High 27.1%	Declined Significantly -9.5% pts
SAUSD	Yellow	26,029	Very High 20.9%	Declined Significantly -12.2% pts
STATE	Yellow	3,989,291	Very High 24.3%	Declined Significantly -5.7% pts

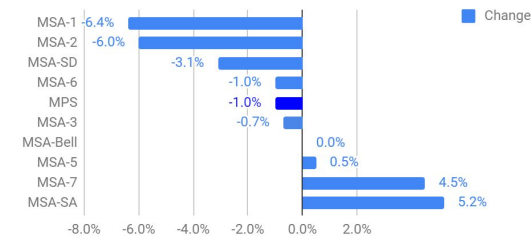
2022-23 Chronic Absenteeism Rate (K-8) - All Students Status



2022-23 Chronic Absenteeism Rate (K-8) - All Students Status



2022-23 Chronic Absenteeism Rate (K-8) - All Students Change



2023 CA School Dashboard

MPS' Performance in Suspension Rate (K-12)

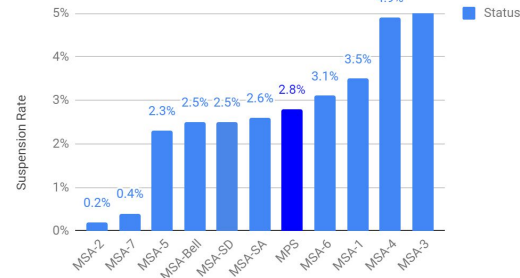
All Students				
	Student Performance	Number of Students	Status	Change
MSA-1	Orange	747	Medium	Increased
			3.5%	+1.8% pts
MSA-2	Blue	539	Very Low	Maintained
			0.2%	-0.2% pts
MSA-3	Red	398	High	Increased Significantly
			6.8%	+4.9% pts
MSA-4	Orange	122	High	Increased Significantly
			4.9%	+2.4% pts
MSA-5	Yellow	256	Low	Increased
			2.3%	+2.0% pts
MSA-6	Orange	98	Medium	Increased
			3.1%	+2.0% pts
MSA-7	Blue	274	Very Low	Maintained
			0.4%	0.0% pts
VSA-Bell	Yellow	399	Medium	Maintained
			2.5%	+0.1% pts
MSA-SD	Green	447	Medium	Declined
			2.5%	-1.0% pts
MSA-SA	Orange	533	Medium	Increased
			2.6%	+0.6% pts

MPS	Orange	3,813	Medium	Increased
			2.8%	+1.1% pts
MPS-LA	Orange	2,833	Medium	Increased
			2.8%	+1.5% pts
LAUSD	Blue	412,032	Very Low	Maintained
			0.4%	+0.1% pts
SDUSD	Green	98,981	Low	Maintained
			2.5%	+0.1% pts
SAUSD	Orange	40,959	Medium	Increased
			4.5%	+0.9% pts
STATE	Orange	6,019,472	Medium	Increased
			3.5%	+0.4% pts

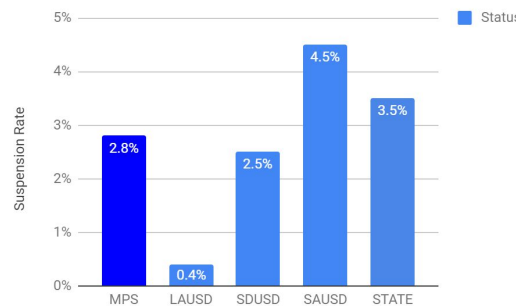
CEO Metric: Student Suspension Rate of **1% or less** with the ultimate goal of 0%

Actual: Overall, MPS percentage is **2.8%** (an increase of 1.1% points). **Two schools** have a status of 1% or less. (**Two of 10** schools showed a decrease.)

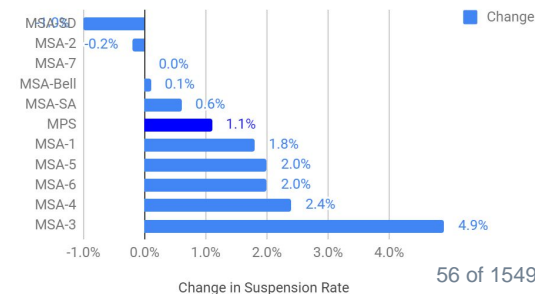
2022-23 Suspension Rate (K-12) - All Students Status



2022-23 Suspension Rate (K-12) - All Students Status



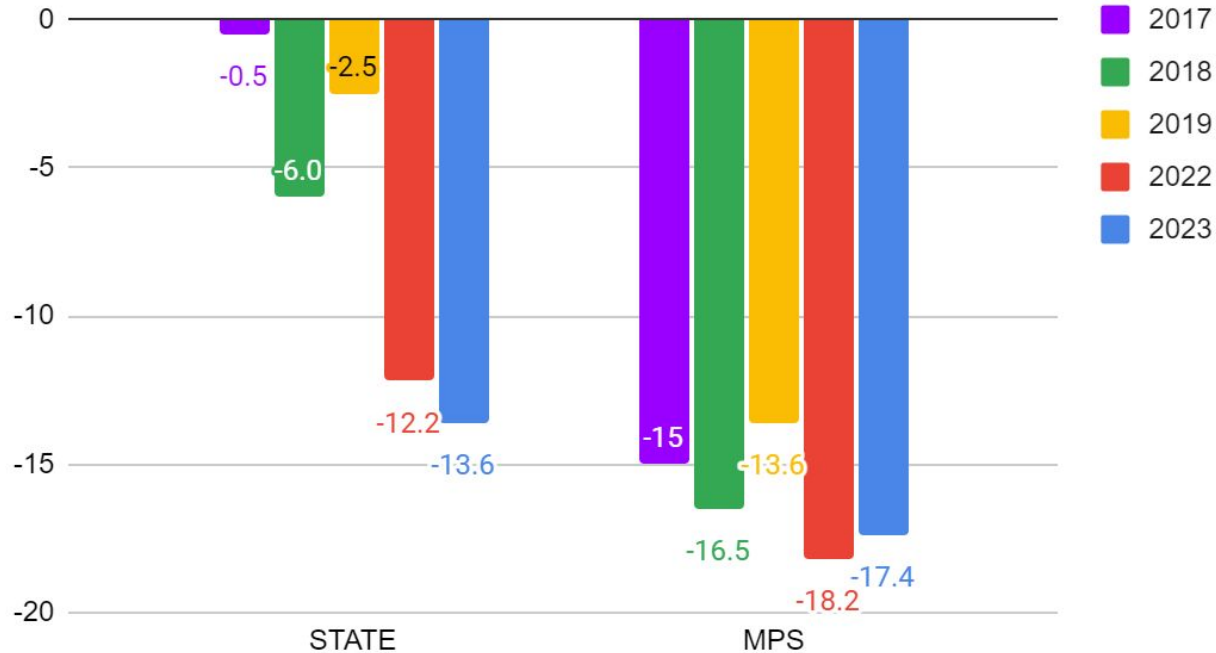
2022-23 Suspension Rate (K-12) - All Students Change



2023 CA School Dashboard

MPS 5-Year Trend - English Language Arts (3-8,11)

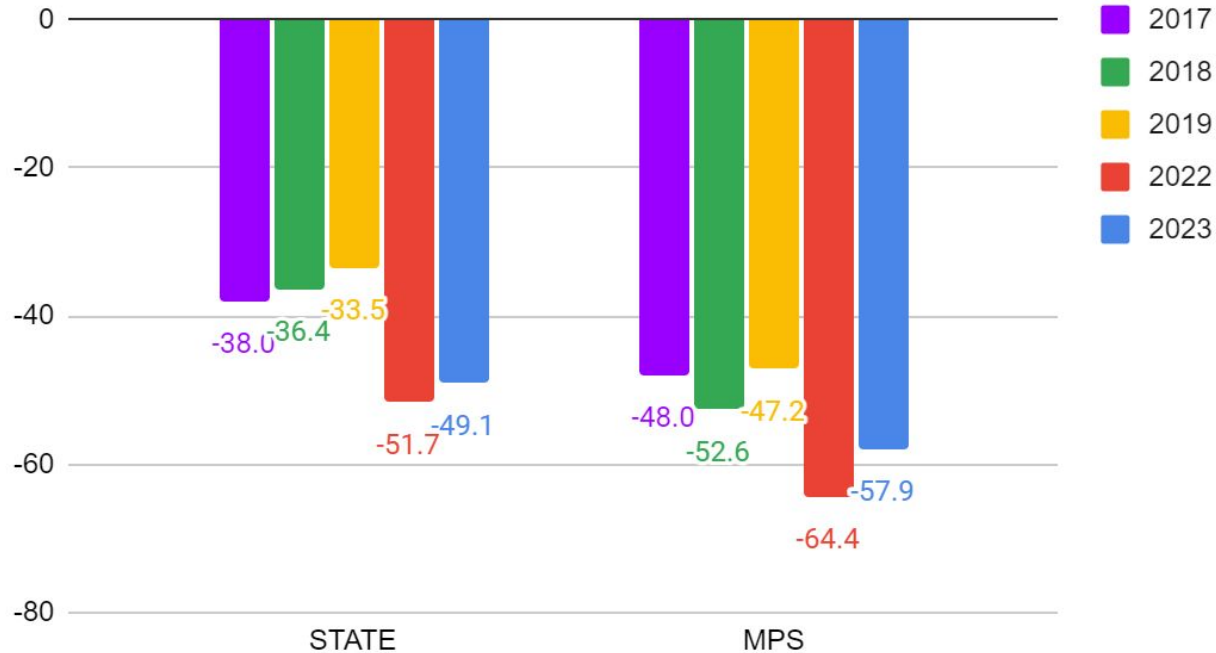
Dashboard Historical All Students Status - ELA (3-8,11)



2023 CA School Dashboard

MPS 5-Year Trend - Mathematics (3-8,11)

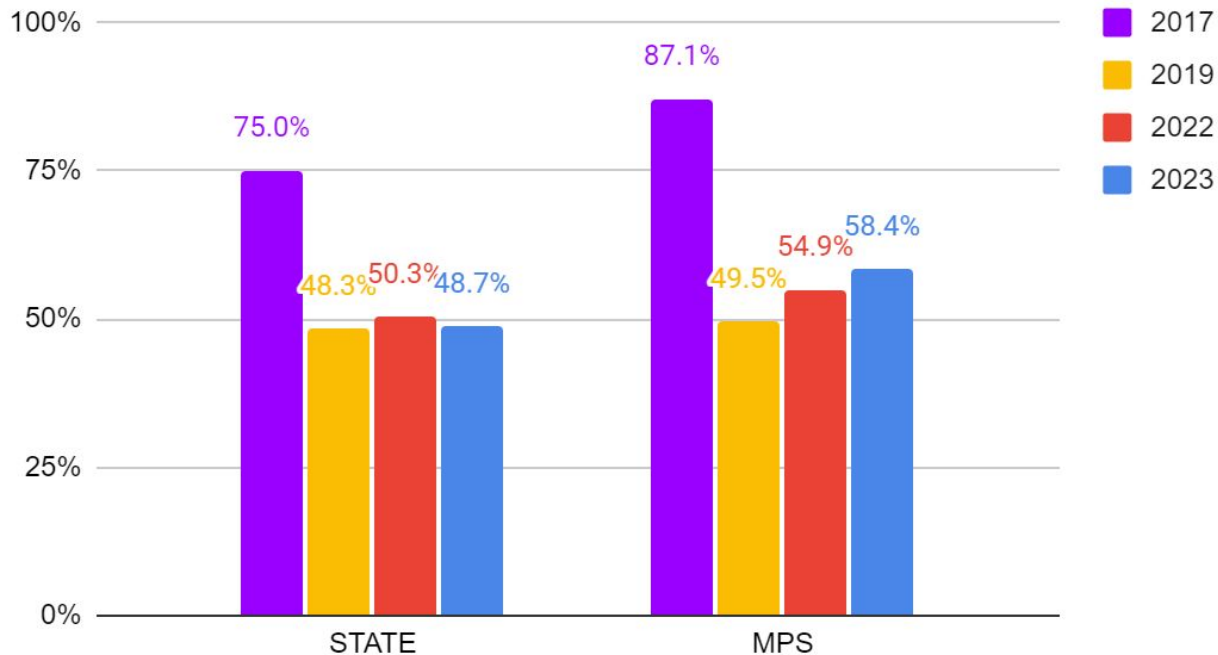
Dashboard Historical All Students Status - Math (3-8,11)



2023 CA School Dashboard

MPS 5-Year Trend - English Learner Progress (1-12)

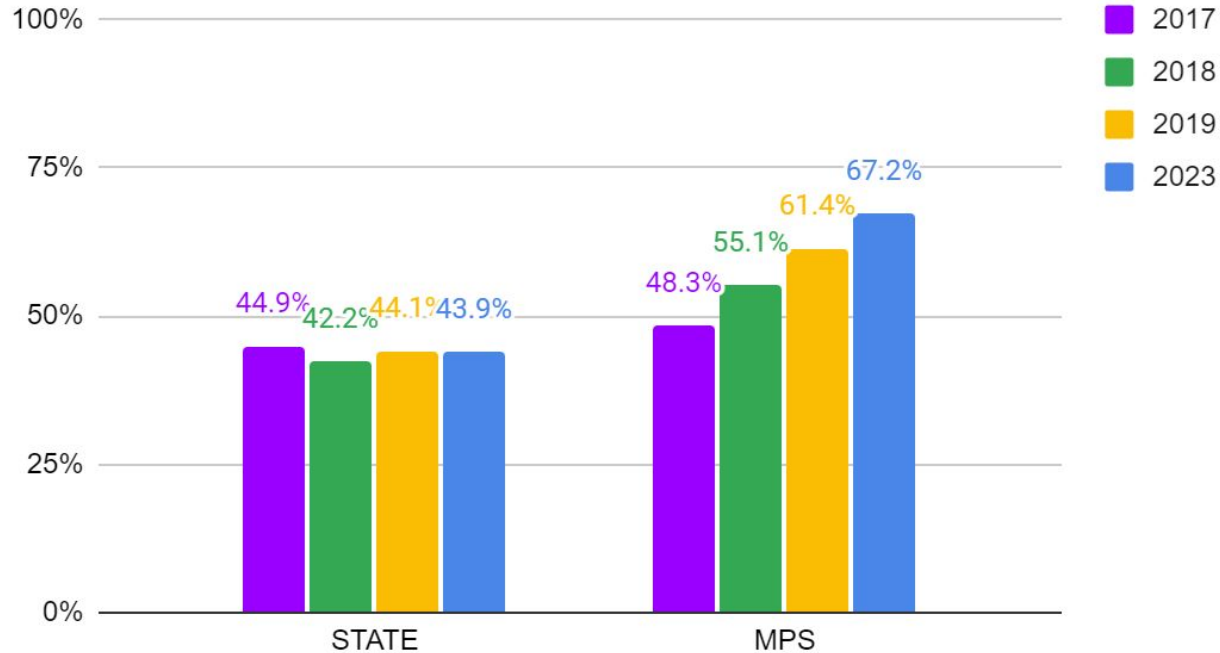
Dashboard Historical Status - English Learner Progress (1-12)



2023 CA School Dashboard

MPS 5-Year Trend - College/Career Indicator (9-12)

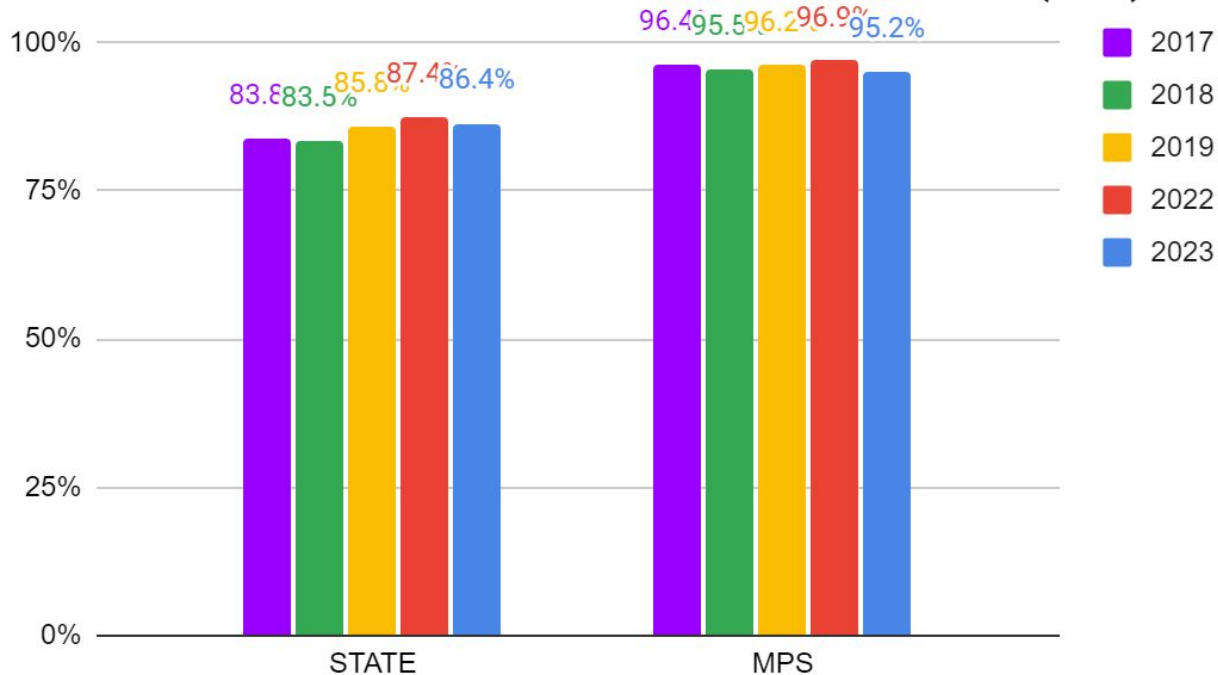
Dashboard Historical Status - College/Career Indicator (9-12)



2023 CA School Dashboard

MPS 5-Year Trend - Graduation Rate (9-12)

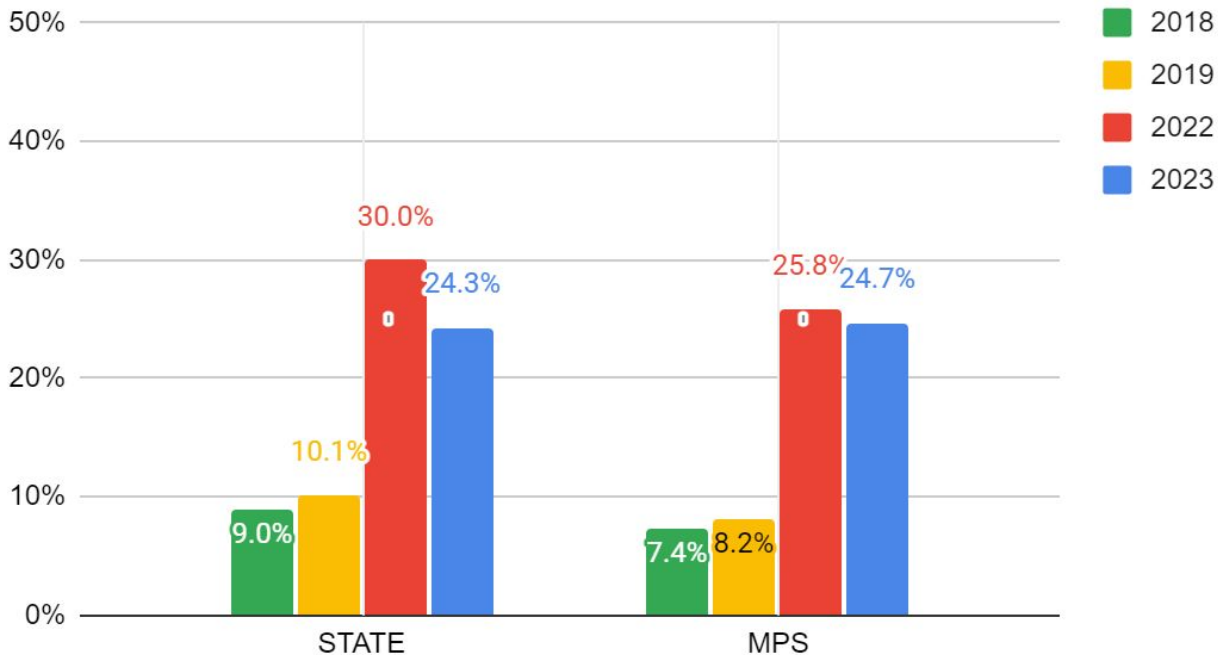
Dashboard Historical All Students Status - Graduation Rate (9-12)



2023 CA School Dashboard

MPS 5-Year Trend - Chronic Absenteeism Rate (K-8)

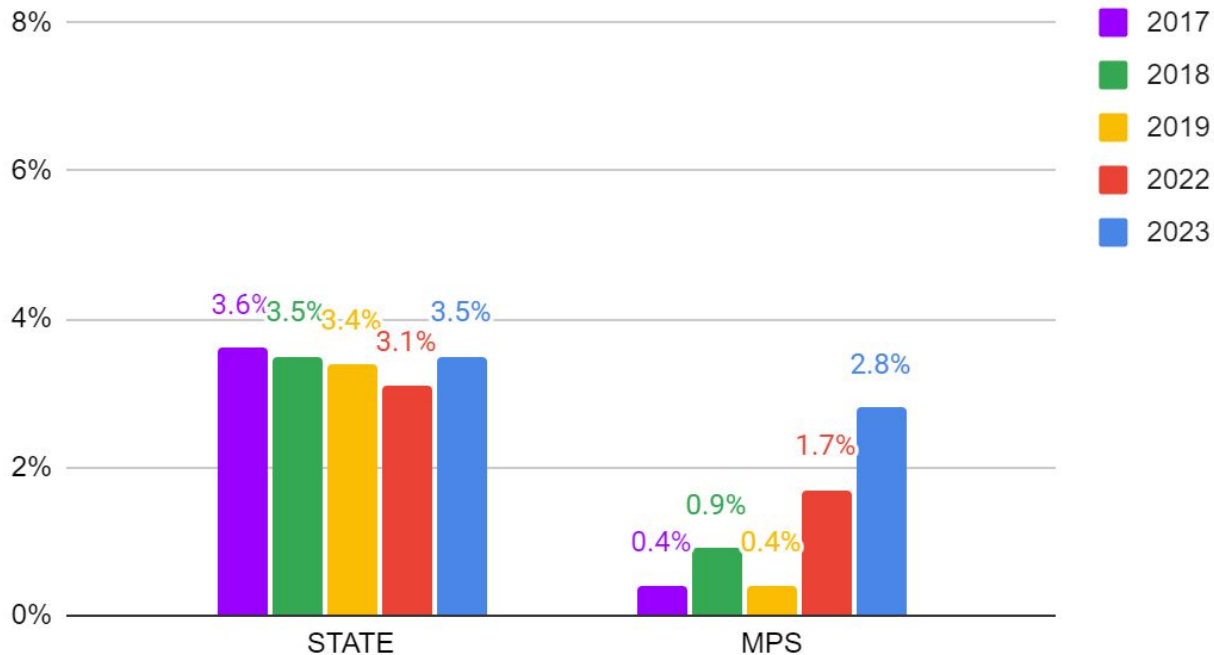
Dashboard Historical Status - Chronic Absenteeism Rate (K-8)



2023 CA School Dashboard

MPS 5-Year Trend - Suspension Rate (K-12)

Dashboard Historical All Students Status - Suspension Rate (K-12)



2023 CA School Dashboard

MPS Equity Report - English Language Arts (3-8,11)

	English Language Arts (3-8, 11)															
	ALL	Total Stu Grps	Grps R / O	EL	FOS	HO M	SED	SWD	AA	AI	AS	FI	HI	PI	WH	MR
MSA-1	Orange	4	4	R			O	R					O			
MSA-2	Yellow	4	1	O			Y	Y					Y			
MSA-3	Yellow	3	1				Y		Y				O			
MSA-4	-	0	0													
MSA-5	Green	3	1	O			G						G			
MSA-6	Blue	2	0				B						B			
MSA-7	Orange	3	2	Y			O						O			
MSA-Bell	Orange	4	4	R			O	R					O			
MSA-SD	Green	7	1	O			Y	Y			G		Y		B	G
MSA-SA	Yellow	4	1	Y			Y	O					Y			

English Learners
Foster Youth
Homeless
Socioecon. Disady.
Stds w/ Disabilities
African American
Amer. Ind./ AK N.
Asian
Filipino
Hispanic
Nat. HI or Pac. Isl.
White
Two or More Races

2023 CA School Dashboard

MPS Equity Report - Mathematics (3-8,11)

	Mathematics (3-8, 11)															
	ALL	Total Stu Grps	Grps R / O	EL	FOS	HO M	SED	SWD	AA	AI	AS	FI	HI	PI	WH	MR
MSA-1	Yellow	4	2	O			Y	R					Y			
MSA-2	Yellow	4	2	O			Y	R					Y			
MSA-3	Red	3	3				R		R				R			
MSA-4	-	0	0													
MSA-5	Yellow	3	0	Y			Y						Y			
MSA-6	Green	2	0				G						G			
MSA-7	Orange	3	3	O			O						O			
MSA-Bell	Orange	4	4	O			O	R					R			
MSA-SD	Green	7	1	O			Y	Y			G		G	B	G	
MSA-SA	Yellow	4	0	Y			Y	Y					Y			

English Learners

Foster Youth

Homeless

Socioecon. Disady.

Stds w/ Disabilities

African American

Amer. Ind./ AK N.

Asian

Filipino

Hispanic

Nat. HI or Pac. Isl.

White

Two or More Races

2023 CA School Dashboard

MPS Equity Report - English Learner Progress (1-12)

	English Learner Progress (1-12)		
	EL	Total Stu Grps	Grps R / O
MSA-1	Green	1	0
MSA-2	Green	1	0
MSA-3	-	0	0
MSA-4	-	0	0
MSA-5	Yellow	1	0
MSA-6	-	0	0
MSA-7	Red	1	1
MSA-Bell	Red	1	1
MSA-SD	-	0	0
MSA-SA	Blue	1	0

English Learners

Foster Youth

Homeless

Socioecon. Disady.

Stds w/ Disabilities

African American

Amer. Ind./ AK N.

Asian

Filipino

Hispanic

Nat. HI or Pac. Isl.

White

Two or More Races

2023 CA School Dashboard

MPS Equity Report - College/Career Indicator (9-12)

	College / Career (9-12)															
	ALL	Total Stu Grps	Grps VL / L	EL	FOS	HO M	SED	SW D	AA	AI	AS	FI	HI	PI	WH	MR
MSA-1	VH	2	0				VH						VH			
MSA-2	VH	2	0				VH						VH			
MSA-3	M	2	0				M						M			
MSA-4	-	0	0													
MSA-5	H	2	0				H						M			
MSA-6	N/A															
MSA-7																
MSA-Bell																
MSA-SD																
MSA-SA	-	0	0													

English Learners

Foster Youth

Homeless

Socioecon. Disady.

Stds w/ Disabilities

African American

Amer. Ind./ AK N.

Asian

Filipino

Hispanic

Nat. HI or Pac. Isl.

White

Two or More Races

2023 CA School Dashboard

MPS Equity Report - Graduation Rate (9-12)

	Graduation Rate (9-12)															
	ALL	Total Stu Grps	Grps R / O	EL	FOS	HO M	SED	SW D	AA	AI	AS	FI	HI	PI	WH	MR
MSA-1	Yellow	2	0				Y						Y			
MSA-2	Blue	2	0				B						B			
MSA-3	Yellow	2	0				Y						Y			
MSA-4	-	0	0													
MSA-5	-	0	0													
MSA-6	N/A															
MSA-7																
MSA-Bell																
MSA-SD																
MSA-SA	-	0	0													

English Learners

Foster Youth

Homeless

Socioecon. Disady.

Stds w/ Disabilities

African American

Amer. Ind./ AK N.

Asian

Filipino

Hispanic

Nat. HI or Pac. Isl.

White

Two or More Races

2023 CA School Dashboard

MPS Equity Report - Chronic Absenteeism Rate (K-8)

	Chronic Absenteeism Rate (K-8)															
	ALL	Total Stu Grps	Grps R / O	EL	FOS	HO M	SED	SWD	AA	AI	AS	FI	HI	PI	WH	MR
MSA-1	Yellow	4	2	O			Y	O					Y			
MSA-2	Yellow	4	0	Y			Y	Y					Y			
MSA-3	Orange	3	3				R		R				O			
MSA-4	N/A	0	0													
MSA-5	Red	3	3	R			O						O			
MSA-6	Orange	2	2				O						O			
MSA-7	Red	4	4	R			R	O					R			
MSA-Bell	Red	4	4	R			O	O					O			
MSA-SD	Yellow	7	5				Y	O	O		O		Y		O	O
MSA-SA	Red	4	2	Y			R	Y					R			

English Learners

Foster Youth

Homeless

Socioecon. Disady.

Stds w/ Disabilities

African American

Amer. Ind./ AK N.

Asian

Filipino

Hispanic

Nat. HI or Pac. Isl.

White

Two or More Races

2023 CA School Dashboard

MPS Equity Report - Suspension Rate (K-12)

	Suspension Rate (K-12)															
	ALL	Total Stu Grps	Grps R / O	EL	FOS	HO M	SED	SWD	AA	AI	AS	FI	HI	PI	WH	MR
MSA-1	Orange	4	3	R			O	G					O			
MSA-2	Blue	4	0	B			B	B					B			
MSA-3	Red	4	3				R	Y	R				R			
MSA-4	Orange	3	3				O	O					O			
MSA-5	Yellow	4	1	O			Y	B					Y			
MSA-6	Orange	2	2				O						O			
MSA-7	Blue	4	0	B			B	B					G			
MSA-Bell	Yellow	4	3	O			O	O					Y			
MSA-SD	Green	8	1	G			G	G	G		B		G		Y	O
MSA-SA	Orange	5	3	G			O	O					Y		O	

English Learners

Foster Youth

Homeless

Socioecon. Disady.

Stds w/ Disabilities

African American

Amer. Ind./ AK N.

Asian

Filipino

Hispanic

Nat. HI or Pac. Isl.

White

Two or More Races

2023 CA School Dashboard

Differentiated Assistance

LCFF DIFFERENTIATED ASSISTANCE (DA)

DA Eligibility Based on Performance Levels Achieved in All Applicable Indicators on 2023 and 2022 Dashboards:

Charter schools meeting in the eligibility criteria in both 2022 and 2023 will be eligible for DA in 2023. It does not have to be the same student group in both years.

Student Group Perf.	EL	FOS	HOM	SED	SWD	AA	AI	AS	FI	HI	PI	WH	MR
MSA-1	D, B	-	-	No, No	No, B	-	-	-	-	No, No	-	-	-
MSA-2	No, B	-	-	No, No	No, B	-	-	-	-	No, No	-	-	-
MSA-3	-	-	-	C, No	No, No	C, No	No	-	-	D, No	-	-	-
MSA-4	-	-	-	No, No	No, No	-	-	-	-	No, No	-	-	-
MSA-5	No, No	-	-	No, No	No, No	-	-	-	-	No, No	-	-	-
MSA-6	-	-	-	No, No	-	-	-	-	-	No, No	-	-	-
MSA-7	B, No	-	-	No, No	No, No	-	-	-	-	No, No	-	-	-
MSA-Bell	B, B	-	-	No, No	No, B	-	-	-	-	No, No	-	-	-
MSA-SD	No, No	-	-	No, No	No, No	No, No	-	No, No	-	No, No	No, No	No, No	No, No
MSA-SA	No, No	-	-	No, No	No, No	-	-	-	-	No, No	-	No, No	-

LCFF Priority	LCFF Priority Name	Criteria
LCFF Priority 1	Basics	Not Met for Two or More Years on Local Performance Indicator
LCFF Priority 2	Implementation of State Academic Standards	Not Met for Two or More Years on Local Performance Indicator
LCFF Priority 3	Parent Engagement	Not Met for Two or More Years on Local Performance Indicator
LCFF Priority 4	Pupil Achievement	Red on both English Language Arts (ELA) and Math tests, or Red on ELA or Math tests AND orange on the other test, or Red on the English Learner Progress Indicator (EL student group only)
LCFF Priority 5	Pupil Engagement	Red on Graduation rate indicator, or Red on Chronic Absence Indicator
LCFF Priority 6	School Climate	Red on Suspension Rate Indicator, or Not Met for Two or More Years on Local Indicator
LCFF Priority 7	Access to a Broad Course of Study	Not Met for Two or More Years on Local Performance Indicator
LCFF Priority 8	Outcomes in a Broad Course of Study	Very Low on College/Career Indicator

Performance Levels Achieved in All Applicable Indicators on 2023 Dashboard:

Student Group Perf.	Year: 2023	Priority 4		Priority 8	Priority 5		Priority 6
		ELA	Math	ELPI	CCI	Graduation	Chronic Absenteeism
MSA-1	EL	R	O	G	-	O	R
	SED	O	Y	N/A	VH	Y	O
	SWD	R	R	N/A	-	O	G
	HI	O	Y	N/A	VH	Y	O

Performance Levels Achieved in All Applicable Indicators on 2022 Dashboard:

Student Group Perf.	Year: 2022	Priority 4		Priority 8	Priority 5		Priority 6	2023	2022	Met Criteria in Both Years?	
		ELA	Math	ELPI	CCI	Graduation	Chronic Absenteeism				Suspension
MSA-1	EL	VL	VL	M	N/A	-	VH	M	D	B	Yes
	SED	VL	VL	N/A	N/A	VH	VH	L	No	No	
	SWD	VL	VL	N/A	N/A	-	VH	H	No	B	
	HI	L	VL	N/A	N/A	VH	VH	L	No	No	

Performance Levels Achieved in All Applicable Indicators on 2023 Dashboard:

Student Group Perf.	Year: 2023	Priority 4		Priority 8	Priority 5		Priority 6	
		ELA	Math	ELPI	CCI	Graduation	Chronic Absenteeism	Suspension
MSA-Bell	EL	R	O	R	N/A	N/A	R	O
	SED	O	O	N/A	N/A	N/A	O	O
	SWD	R	R	N/A	N/A	N/A	O	O
	HI	O	R	N/A	N/A	N/A	O	Y

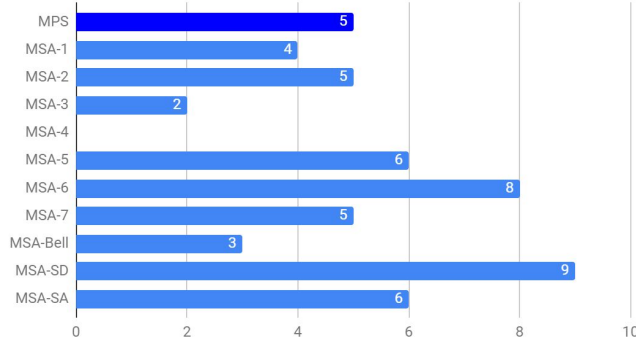
Performance Levels Achieved in All Applicable Indicators on 2022 Dashboard:

Student Group Perf.	Year: 2022	Priority 4		Priority 8	Priority 5		Priority 6	2023	2022	Met Criteria in Both Years?	
		ELA	Math	ELPI	CCI	Graduation	Chronic Absenteeism				Suspension
MSA-Bell	EL	VL	VL	H	N/A	N/A	VH	VL	B	B	Yes
	SED	L	VL	N/A	N/A	N/A	VH	M	No	No	
	SWD	VL	VL	N/A	N/A	N/A	VH	VL	No	B	
	WH	L	L	N/A	N/A	N/A	H	VL	No	No	

2023 CA School Dashboard

CCSA Snapshots - State Rank

State Rank



CEO Metric: State Rank on the CCSA Snapshots report based on the averaging of ELA DFS* and Math DFS* on the CA School Dashboard

Target for 2024-25: **6**

Actual: 2022-23: **5**

2021-22: 5

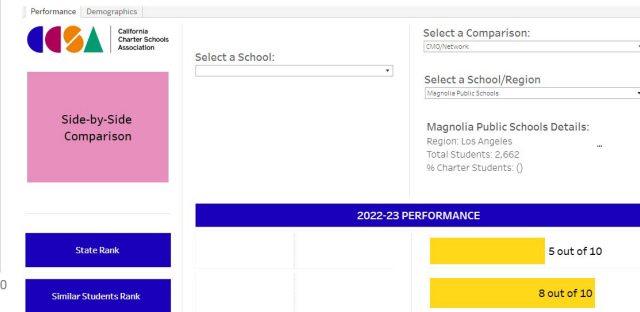
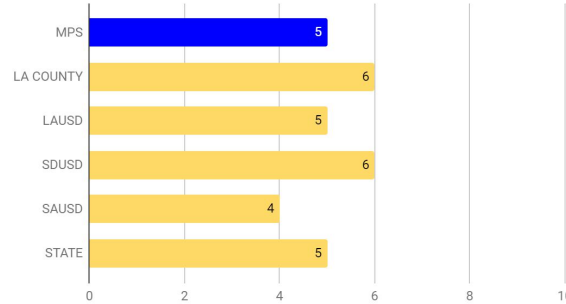
Overall, MPS has a state rank of **5**. **Six of nine schools** have a state rank of 5 or greater. **Four of nine schools** have a state rank of 6 or greater.

CCSA Snapshots Side-by-Side Comparison Tool

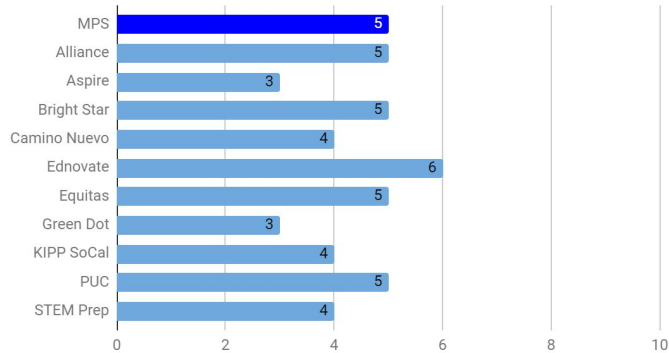
Link:

<https://www.ccsasnapshots.org/sidebyside>

State Rank



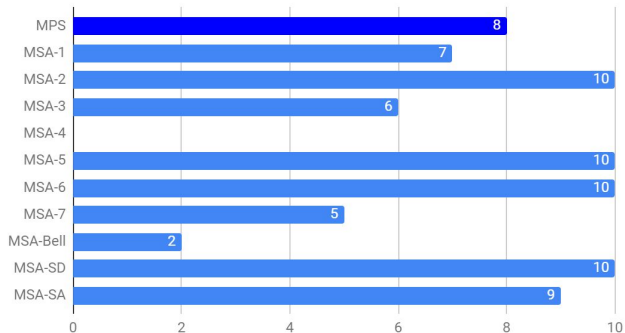
State Rank



2023 CA School Dashboard

CCSA Snapshots - Similar Students Rank

Similar Students Rank



CEO Metric: Similar Students Rank on the CCSA Snapshots report based on the averaging of ELA DFS* and Math DFS* on the CA School Dashboard in comparison to similar schools

Target for 2024-25: **8**

Actual: 2022-23: **8**

2021-22: 7

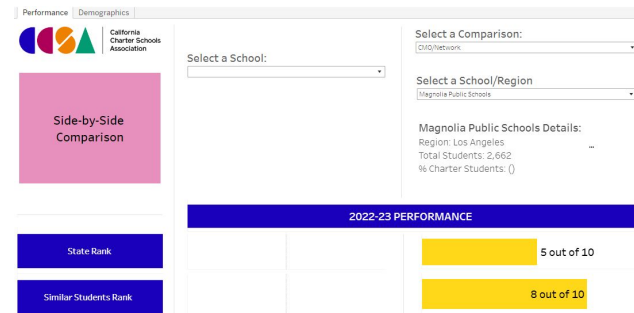
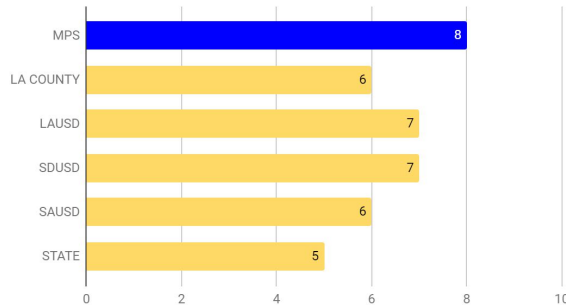
Overall, MPS has a similar students rank of **8**. **Five of nine schools** have a similar students rank of 8 or greater.

CCSA Snapshots Side-by-Side Comparison Tool

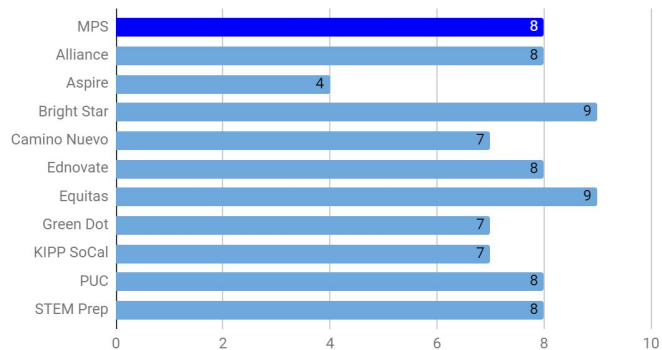
Link:

<https://www.ccsasnapshots.org/sidebyside>

Similar Students Rank



Similar Students Rank



2023 CA School Dashboard

Comparison With Other Charter Schools

2023 Dashboard Academic Indicator - ELA/Literacy & Math

MPS

2023	ELA/Literacy				Math			
LACOE-Authorized Charter Schools Comparison	Status	MSA's Status Compared to the Median	# and % of Schools MSA Performed Higher Than	MSA Rank #	Status	MSA's Status Compared to the Median	# and % of Schools MSA Performed Higher Than	MSA Rank #
LACOE-Authorized Charter Schools Median	-38.7	Total # of schools MSA is compared to: 17			-86.8	Total # of schools MSA is compared to: 17		
MSA-1	-41.1	Lower	5 29%	13	-82.7	Higher	9 53%	9
MSA-2	-19.3	Higher	12 71%	6	-62.9	Higher	12 71%	6
MSA-3	-40.2	Lower	7 41%	11	-109.5	Lower	6 35%	12
MSA-5	0.5	Higher	16 94%	2	-49.4	Higher	13 76%	5

2023 Dashboard Academic Indicator - ELA/Literacy & Math

2023	ELA/Literacy				Math			
SDUSD Charter MIDDLE Schools Comparison	Status	MSA's Status Compared to the Median	# and % of Schools MSA Performed Higher Than	MSA Rank #	Status	MSA's Status Compared to the Median	# and % of Schools MSA Performed Higher Than	MSA Rank #
SDUSD Charter Middle Schools Median	-16.4	Total # of schools MSA is compared to: 28			-73.5	Total # of schools MSA is compared to: 28		
MSA-SD	27.2	Higher	23 82%	6	8.5	Higher	24 86%	5

2023	ELA/Literacy				Math			
SDUSD Charter Schools Comparison	Status	MSA's Status Compared to the Median	# and % of Schools MSA Performed Higher Than	MSA Rank #	Status	MSA's Status Compared to the Median	# and % of Schools MSA Performed Higher Than	MSA Rank #
SDUSD Charter Schools Median	-19.1	Total # of schools MSA is compared to: 40			-73.5	Total # of schools MSA is compared to: 40		
MSA-SD	27.2	Higher	33 83%	8	8.5	Higher	36 90%	5

2023 CA School Dashboard

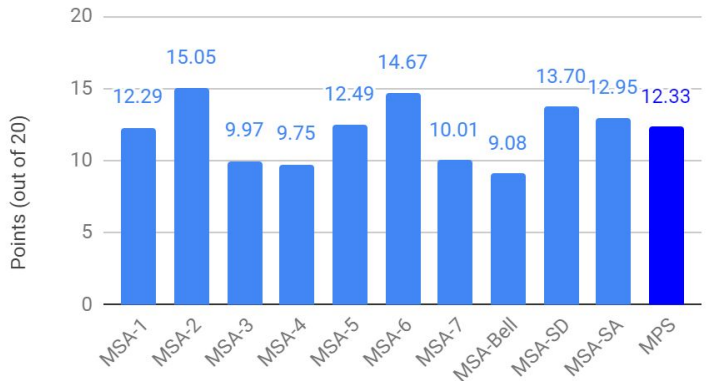
Comparison With Other Charter Schools

2023 Dashboard Academic Indicator - ELA/Literacy & Math										
2023		ELA/Literacy				Math				
SAUSD-Authorized Charter Schools Comparison	Status	MSA's Status Compared to the Median	# and % of Schools MSA Performed Higher Than		MSA Rank #	Status	MSA's Status Compared to the Median	# and % of Schools MSA Performed Higher Than		MSA Rank #
SAUSD-Authorized Charter Schools Median	-23.0	Total # of schools MSA is compared to: 5				-48.6	Total # of schools MSA is compared to: 5			
MSA-SA	-14.6	Higher	3	60%	3	-39.9	Higher	4	80%	2
2023		ELA/Literacy				Math				
OCDE-Authorized Charter Schools Comparison	Status	MSA's Status Compared to the Median	# and % of Schools MSA Performed Higher Than		MSA Rank #	Status	MSA's Status Compared to the Median	# and % of Schools MSA Performed Higher Than		MSA Rank #
OCDE-Authorized Charter Schools Median	-17.9	Total # of schools MSA is compared to: 18				-69.7	Total # of schools MSA is compared to: 18			
MSA-SA	-14.6	Higher	9	50%	10	-39.9	Higher	14	78%	5
2023		ELA/Literacy				Math				
All Orange County Charter Schools Comparison	Status	MSA's Status Compared to the Median	# and % of Schools MSA Performed Higher Than		MSA Rank #	Status	MSA's Status Compared to the Median	# and % of Schools MSA Performed Higher Than		MSA Rank #
All Orange County Charter Schools Median	-14.3	Total # of schools MSA is compared to: 34				-52.9	Total # of schools MSA is compared to: 34			
MSA-SA	-14.6	Lower	16	47%	19	-39.9	Higher	23	68%	12

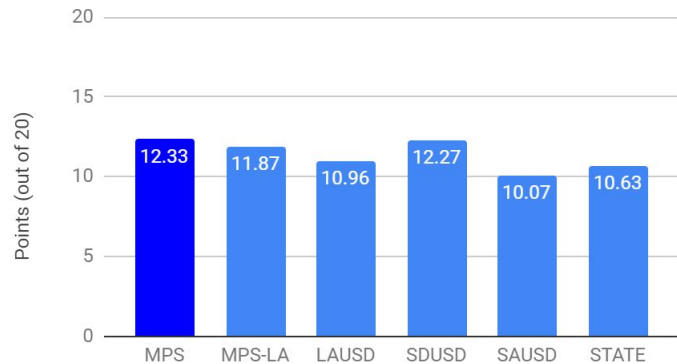
2023 CA School Dashboard

MPS Staff Evaluation Points Based on the CA School Dashboard

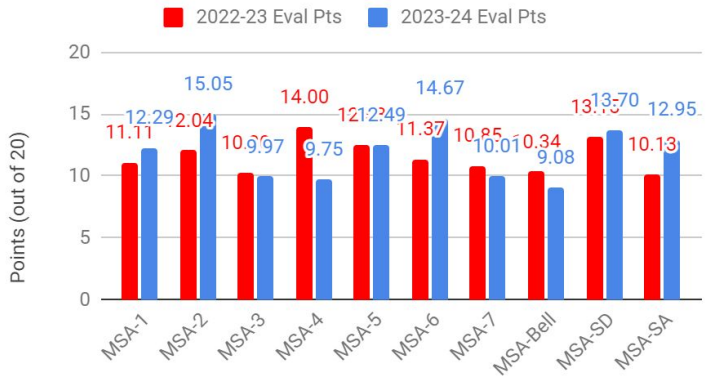
2023-24 Eval. Pts Based on the CA School Dashboard



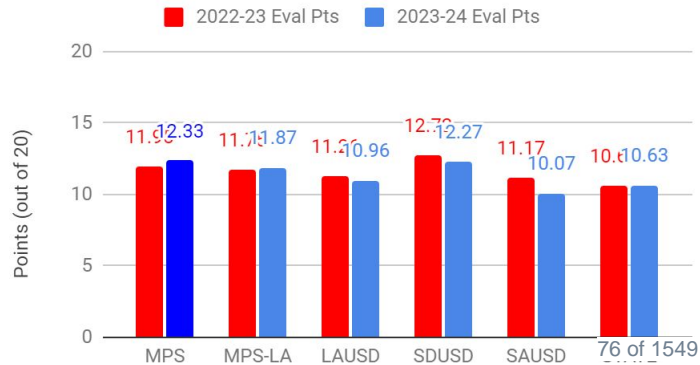
2023-24 Eval. Pts Based on the CA School Dashboard



2023-24 vs. 2022-23 Eval. Pts Based on the Dashboard



2023-24 vs. 2022-23 Eval. Pts Based on the Dashboard



Coversheet

Data Presentation: Local Control and Accountability Plan (LCAP) Mid-Year Update

Section: III. Information/Discussion Items
Item: B. Data Presentation: Local Control and Accountability Plan (LCAP) Mid-Year Update
Purpose: Discuss
Submitted by:
Related Material: III_B_LCAP Mid-Year Update.pdf

Agenda Item:	III B: Information/Discussion Item
Date:	February 8, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	David Yilmaz, Chief Accountability Officer
RE:	Data Presentation: LCAP Mid-Year Update

1. **Action Proposed:**

N/A

2. **Purpose:**

A mid-year update to the Local Control and Accountability Plan (LCAP) and presentation of the report to the Board is a requirement for LEAs as described in the Ed Code.

3. **Background:**

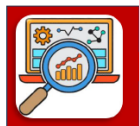
LCAP Mid-Year Update

According to the Ed Code 47606.5, the charter school shall present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing body of the charter school. The report shall include both of the following:

- (A) All available midyear outcome data related to metrics identified in the current year's LCAP.
- (B) All available midyear expenditure and implementation data on all actions identified in the current year's LCAP.

Report Requirements

The report shall include the following **from the current year's LCAP:**



All available mid-year **outcome** data (LCAP Metrics).



All available mid-year **expenditure** data (LCAP Expenditures)



All available mid-year **implementation** data (LCAP Actions)

Final Considerations



LEAs are NOT required to use any specific template. Examples provided are for illustrative purposes only.



The Mid-Year Update is not *adopted* by the governing board/body but rather is an informational report.



The Mid-Year Update is not submitted to the County Office and is not part of the LCAP submission at the end of the year.



Compliance with this requirement will be through the annual fiscal audit.



LCAP Development Process

The MPS Home Office collaborates with the school leadership teams in ensuring that the LCAP has school-wide goals, annual measurable outcomes and specific actions aligned to the eight state priorities and that the schools have meaningfully engaged their educational partners in the development of their LCAP.

Throughout the year, the Home Office provides periodical updates on the outcome data (LCAP metrics) and the expenditure data to the schools to help measure schools' progress towards the LCAP targets and actions, guide discussions, share best practices, and plan next steps. The updates are shared during our monthly school leader meetings, and in turn, the leaders share their progress and plans with their educational partners.

As part of the LCAP development process our schools conduct educational partners surveys to engage our educational partners in the evaluation of their experience at MPS. School leadership teams share their reflection on the survey results and findings that identify their greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis. The teams complete their reflections and present them to their educational partners in various settings, including presentations at regular meetings of the Board (typically, in April/May).

School leadership teams present their CA School Dashboard results and findings as well as other school performance data to their educational partners at their PAC and ELAC meetings throughout the year. During the year, the MPS Board and the Academic Committee are presented SBAC, CA School Dashboard, NWEA, and other LCAP progress data as well as each MSA's glows, grows, and priorities with next action steps.

LCAP Public Hearing & Adoption

The public hearing of the LCAP and school budgets will be held at the regular meeting of the Board on June 13, 2024. The presentation of local indicators, LCAP adoption, and school budget adoptions will take place at the following board meeting on June 20, 2024.

4. Analysis:

MPS has a robust timeline for completing the LCAP and the planning process that serves three distinct, but related functions: Comprehensive Strategic Planning, Meaningful Educational Partners Engagement, and Accountability and Compliance. The timeline has a calendar of activities, including LCAP metric progress updates, data analysis meetings, LCAP goal analysis sessions, PAC meetings, and many more activities that help our schools develop their LCAP. The accountability department collaborates with other departments in training our school leadership teams and ensuring the timeline of activities is implemented. The Director of State and Federal Programs (SFP) oversees the org-wide coordination of LCAP activities.

In terms of funds and budgeting, the school leadership teams work with the MPS finance department for the annual update of their LCAP estimated actual expenditures and next year's budgeted expenditures. As part of the budgeting process, all expenditures have been entered in the budgeting software, Adaptive Insights, and coded by LCAP goal and action.

The finalized LCAP mid-year reports are attached for the Board's review.

5. Impact:

The processes described in the above sections are all part of our LCAP development and continuous improvement cycle. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The mid-year update helps our school leaders and educational partners reflect on the implementation of the current year LCAP and plan action steps. This process will further help during the annual update and goal analysis of the current LCAP as well as in developing next year's LCAP.

6. Budget Implications:

All LCAP expenditures have been budgeted in each school's budget.

7. Committee Recommendations:

N/A

8. Exhibits:

1. LCAP Mid-Year Report for each Magnolia Science Academy
 - o Magnolia Science Academy-1
 - o Magnolia Science Academy-2
 - o Magnolia Science Academy-3
 - o Magnolia Science Academy-4
 - o Magnolia Science Academy-5
 - o Magnolia Science Academy-6



- Magnolia Science Academy-7
- Magnolia Science Academy-8 (Bell)
- Magnolia Science Academy-Santa Ana
- Magnolia Science Academy-San Diego

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-1	Brad Plonka Principal	bplonka@magnoliapublicschools.org (818) 609-0507

Goal 1

Goal Description

BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0	2022-23: 0	2023-24: 0	2023-24: 0
Percentage of students without access to their own copies of standards-	2020-21: 0%	2021-22: 0%	2022-23: 0%	2023-24: 0%	2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)					
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0	2022-23: 0	2023-24: 0	2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 91%	2021-22: (Spring 2021 to Fall 2021) 78%	2022-23: (Fall 2021 to Fall 2022) 70% This metric has been updated to measure from fall to fall.	2023-24: (Fall 2022 to Fall 2023) 74%	2023-24: (Fall 2022 to Fall 2023) 90%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 99.3%	2021-22: (As of 5/12/22) 97.5%	2022-23: (As of 5/15/23) 95.8%	2023-24: (As of 12/15/23) 96.0%	2023-24: 97.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Teacher assignments and credentials Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also review master schedules and teacher assignments annually to ensure teachers are appropriately assigned	No	Fully Implemented			\$48,000.00	\$26,700

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>and fully credentialed in the subject area. For the students, they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators regarding teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR-related matters.</p> <p>Expenditures associated with this action include the following: Service Fees and Payroll Fees</p> <p>The following expenditures will be funded by federal Title funds: None</p>						
1.2	<p>Instructional materials and technology Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet student's academic, linguistic, cultural, social-emotional, and physical requirements. Charter School will annually review the alignment of instructional materials to standards and maintain an</p>	No	Fully Implemented			\$1,204,997	\$653,407

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>inventory of instructional materials and corresponding purchases of materials. Charter school will review budgets and plans annually to ensure an adequate instructional materials budget. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, ensuring meaningful access to CA Content Standards-aligned instructional programs.</p> <p>Expenditures associated with this action include the following: Technology and NonCapital Equipment.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Technology: Resource: Title II; Amount: \$909 • NonCapEquip: Resource: Title IV, Part A; Amount: \$2,891 						
1.3	<p>Clean and safe facilities that support learning Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching</p>	No	Fully Implemented			\$3,087,126	\$1,666,408

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>and learning. Charter School will continually improve and maintain facilities to ensure school safety, security, and high-quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM-focused school, we aim to operate sustainably and environmentally responsible. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment, and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.</p> <p>Expenditures associated with this action include the following: Classified Support, Staff Benefits, Professional Services, Custodial Supplies, Rent & Leases, and building utilities and maintenance.</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: None						
1.4	<p>Healthy and nutritious meals Charter School will maintain nutrition education resources and focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus and encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: Food and Office Supplies.</p> <p>The following expenditures will be funded by federal Title funds: None</p>	Yes	Fully Implemented			\$25,000	\$13,750

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.5	<p>Well-orchestrated Home Office support services The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development and sets up systems and processes that support academic achievement, growth, and operational effectiveness, and financial sustainability. The Home Office manages schools' business operations, reducing program and operations-related burdens of the Charter School administration and enabling the Charter School to receive services at a lower cost. The services of the Home Office include but are not limited to academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.</p> <p>Expenditures associated with this action include the following: CMO Fees, Professional Services, Legal, Audit & CPA, Oversight fees, and Interest Expenses.</p> <p>The following expenditures will be funded by federal Title funds: None</p>	No	Fully Implemented			\$1,465,583	\$806,071

Goal 2

Goal Description

EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%
Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	2020-21: (As of 5/7/21) 74%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 48%	2023-24: (As of 12/15/23) 49%	2023-24: 100%
Percentage of students who have received a grade of "C" or better (or	2020-21: (First semester) 62%	2021-22: (First semester) 76%	2022-23: (First semester) 83%	2023-24: (First semester) 70%	2023-24: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)					
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 52.5	2021-22: (As of 5/13/22) 42.8	This metric will be retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24.	This metric has been retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline is being established in 2023-24.	2023-24: 60.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 45.06% English Learners: 3.03% Socioeconomically Disadvantaged: 44.69% Students with Disabilities: 8.62% Asian: 64.28% Hispanic: 42.73% White: 56.25% 	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: <ul style="list-style-type: none"> All Students: 38.37% English Learners: 1.09% Students with Disabilities: 9.09% Hispanic: 35.73% 	2021-22: <ul style="list-style-type: none"> All Students: 36.04% English Learners: 2.04% Socioeconomically Disadvantaged: 34.81% Students with Disabilities: 5.26% Asian: 69.23% Hispanic: 33.07% White: 69.23% We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments.	2022-23: <ul style="list-style-type: none"> All Students: 33.01% English Learners: 0.00% Socioeconomically Disadvantaged: 31.44% Students with Disabilities: 11.11% Asian: 50.00% Hispanic: 31.26% White: 45.45% IAB ELA Level 3 and 4 Projection (1/22/24): <ul style="list-style-type: none"> All Students: 44.02% 	2022-23: <ul style="list-style-type: none"> All Students: 48.00% English Learners: 10.00% Socioeconomically Disadvantaged: 48.00% Students with Disabilities: 15.00% Asian: 66.00% Hispanic: 47.00% White: 58.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<ul style="list-style-type: none"> White: 63.64% IAB ELA Level 3 and 4 Projection (5/13/22): <ul style="list-style-type: none"> All Students: 43.98% 	Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC: <ul style="list-style-type: none"> All Students: 47.07% English Learners: 8.25% Students with Disabilities: 20.00% Hispanic: 45.05% White: 53.85% IAB ELA Level 3 and 4 Projection (5/12/23): <ul style="list-style-type: none"> All Students: 49.64% 		
Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> All Students: 12.9 points below standard English Learners: 67.8 points below standard Socioeconomically Disadvantaged: 15.7 points below standard Students with Disabilities: 96.0 points below standard Asian: 49.6 points above standard Hispanic: 19.4 points below standard 	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 49.5% English Learners: 43.0% 	2021-22: (2022 Dashboard) <ul style="list-style-type: none"> All Students: 33.9 points below standard English Learners: 98.5 points below standard Socioeconomically Disadvantaged: 37.6 points below standard Students with Disabilities: 109.7 points below standard Hispanic: 41.0 points below standard White: 40.2 points above standard 	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 41.1 points below standard English Learners: 107.2 points below standard Socioeconomically Disadvantaged: 45.7 points below standard Students with Disabilities: 114.1 points below standard Asian: 4.5 points below standard Hispanic: 46.7 points below standard White: 2.8 points above standard 	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 7.0 points below standard English Learners: 59.0 points below standard Socioeconomically Disadvantaged: 8.0 points below standard Students with Disabilities: 80.0 points below standard Asian: 50.0 points above standard Hispanic: 12.0 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<ul style="list-style-type: none"> White: 20.9 points above standard 	<ul style="list-style-type: none"> Students with Disabilities: 41.1% Hispanic: 48.6% White: 53.3% 			<ul style="list-style-type: none"> White: 22.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> All Students: 57.6% English Learners: 51.0% Socioeconomically Disadvantaged: 58.6% Students with Disabilities: 60.5% Asian: 67.7% Hispanic: 57.3% White: 55.0% 	Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 49.5% English Learners: 43.0% Socioeconomically Disadvantaged: 50.1% Students with Disabilities: 41.1% Asian: 59.4% Hispanic: 48.6% White: 53.3% 	Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 56.1% English Learners: 52.1% Socioeconomically Disadvantaged: 55.3% Students with Disabilities: 58.1% Asian: 64.5% Hispanic: 56.1% White: 40.0% 	Fall 2022 to Fall 2023 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 51.2% English Learners: 46.4% Students with Disabilities: 41.5% Hispanic: 50.3% White: 30.0% 	2023-24: <ul style="list-style-type: none"> All Students: 60.0% English Learners: 60.0% Socioeconomically Disadvantaged: 60.0% Students with Disabilities: 60.0% Asian: 70.0% Hispanic: 60.0% White: 60.0%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 30.13% English Learners: 9.09% Socioeconomically Disadvantaged: 27.72% Students with Disabilities: 5.17% Asian: 42.86% Hispanic: 27.16% White: 62.50% 	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments. Spring 2022 MAP	2021-22: <ul style="list-style-type: none"> All Students: 14.05% English Learners: 1.02% Socioeconomically Disadvantaged: 13.93% Students with Disabilities: 3.57% Asian: 38.46% Hispanic: 11.72% White: 46.15% 	2022-23: <ul style="list-style-type: none"> All Students: 23.53% English Learners: 0.00% Socioeconomically Disadvantaged: 21.96% Students with Disabilities: 3.64% Asian: 38.46% Hispanic: 22.28% White: 28.57% 	2022-23: <ul style="list-style-type: none"> All Students: 34.00% English Learners: 15.00% Socioeconomically Disadvantaged: 34.00% Students with Disabilities: 15.00% Asian: 45.00% Hispanic: 32.00% White: 64.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<p>Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> All Students: 17.49% English Learners: 1.02% Students with Disabilities: 3.70% Hispanic: 14.70% White: 54.55% <p>IAB Math Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> All Students: 31.98% 	<p>Measures of Academic Progress (MAP)- Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP- Mathematics assessments.</p> <p>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> All Students: 18.27% English Learners: 0.88% Students with Disabilities: 4.92% Hispanic: 16.89% White: 21.43% <p>IAB Math Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> All Students: 45.52% 	<p>IAB Math Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> All Students: 44.18% 	
<p>Distance from Standard (DFS) on the CAASPP- Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)</p>	<p>2018-19: (2019 Dashboard)</p> <ul style="list-style-type: none"> All Students: 43.1 points below standard English Learners: 77.6 points below standard Socioeconomically Disadvantaged: 	<p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)- Mathematics assessment</p>	<p>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> All Students: 100.2 points below standard English Learners: 144.9 points below standard Socioeconomically Disadvantaged: 	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> All Students: 82.7 points below standard English Learners: 140.6 points below standard Socioeconomically Disadvantaged: 	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> All Students: 37.0 points below standard English Learners: 67.0 points below standard Socioeconomically Disadvantaged:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	47.1 points below standard <ul style="list-style-type: none"> Students with Disabilities: 121.2 points below standard Asian: 34.3 points above standard Hispanic: 50.0 points below standard White: 6.2 points above standard 	to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 50.1% English Learners: 37.2% Students with Disabilities: 44.0% Hispanic: 49.5% White: 71.4% 	103.3 points below standard <ul style="list-style-type: none"> Students with Disabilities: 158.6 points below standard Hispanic: 107.8 points below standard White: 37.4 points above standard 	89.0 points below standard <ul style="list-style-type: none"> Students with Disabilities: 161.8 points below standard Asian: 40.1 points below standard Hispanic: 89.0 points below standard White: 37.2 points below standard 	41.0 points below standard <ul style="list-style-type: none"> Students with Disabilities: 100.0 points below standard Asian: 35.0 points above standard Hispanic: 42.0 points below standard White: 8.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> All Students: 57.7% English Learners: 55.4% Socioeconomically Disadvantaged: 57.6% Students with Disabilities: 51.1% Asian: 68.8% Hispanic: 56.5% White: 68.4% 	Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 50.1% English Learners: 37.2% Socioeconomically Disadvantaged: 48.9% Students with Disabilities: 44.0% Asian: 50.0% Hispanic: 49.5% White: 71.4% 	Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 57.5% English Learners: 50.7% Socioeconomically Disadvantaged: 58.7% Students with Disabilities: 59.6% Asian: 64.5% Hispanic: 56.9% White: 53.3% 	Fall 2022 to Fall 2023 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 53.3% English Learners: 54.2% Students with Disabilities: 57.3% Hispanic: 53.1% White: 50.0% 	2023-24: <ul style="list-style-type: none"> All Students: 65.0% English Learners: 60.0% Socioeconomically Disadvantaged: 65.0% Students with Disabilities: 60.0% Asian: 70.0% Hispanic: 65.0% White: 70.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI)	2018-19: (2019 Dashboard) 52.6%	2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results	2021-22: (2022 Dashboard) 53.6%	2022-23: (2023 Dashboard) 55.4%	2022-23: (2023 Dashboard) 55.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)		by level. 2022 ELPAC Percentage of Students at Each Performance Level: <ul style="list-style-type: none"> Level 4: 16.80% Level 3: 33.60% Level 3: 40.00% Level 1: 9.60% 			
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 10.4%	2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 16.80%	2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 14.56%	2023-24 RFEP data is not available. The following is the 2023 summative ELPAC percentage for the Level 4 performance level. 2023 ELPAC Percentage of Students Level 4: 17.58%	2023-24: 13.0%
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 30.61% English Learners: 0.00% Socioeconomically Disadvantaged: 29.46% Students with Disabilities: 5.00% Hispanic: 26.56% Hispanic: 26.56% 	CAST assessments were waived during the 2019-20 and 2020-21 school years.	2021-22: <ul style="list-style-type: none"> All Students: 21.13% English Learners: 0.00% Socioeconomically Disadvantaged: 18.22% Students with Disabilities: 5.26% Hispanic: 19.41% 	2022-23: <ul style="list-style-type: none"> All Students: 5.6% English Learners: 0.00% Socioeconomically Disadvantaged: 5.26% Students with Disabilities: 0.00% Hispanic: 5.22% 	2022-23: <ul style="list-style-type: none"> All Students: 33.00% English Learners: 10.00% Socioeconomically Disadvantaged: 33.00% Students with Disabilities: 15.00% Hispanic: 30.00%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p>Broad course of study and standards-based curriculum Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs, and services being dependent on student needs and interests. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Unemployment Insurance: Resource: Title I, Part A; Amount: \$1,157 	No	Fully Implemented			\$2,659,445	\$1,287,244

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> • Health & Welfare Benefits: Resource: Title I, Part A: Amount: \$14,377 • OASDI/Medicare: Resource: Title I, Part A: Amount: \$3,355 • STRS: Resource: Title I, Part A; Amount \$44,191 • Teacher Salaries: Resource: Title I, Part A; Amount: \$227,099 						
2.2	<p>Professional development for high-quality instruction Professional development will occur at the MPS organizational level and within the school. Charter school will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as</p>	Yes	Fully Implemented			\$82,522.	\$45,387

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>support for high-quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office's high-quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and Teacher Salaries.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Professional development expenses: Resource: Title IV, Part A ESEA; Amount: \$4,500 • Professional development expenses: Resource: Title II; Amount: \$15,000 • Tuition reimbursement for professional development: Resource: Title II, Part A; Amount: \$18,062 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> Teacher Salaries expenses: Resource: Title II; Amount: \$1,200 Teacher Salaries: Resource: Title II, Part A; Amount: \$1,200 						
2.3	<p>MTSS - Academic enrichment, intervention, and student support Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study</p>	Yes	Fully Implemented			\$1,239,349	\$602,275

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>Charter School will provide more academic support/intervention to our identified groups in ATSI. Additionally, Summer and Saturday School will target identified students. Charter School will also provide more professional development to teachers to be more equipped with supporting students that are targeted in ATSI.</p> <p>Expenditures associated with this action include the following: Educational Software, Staff benefits, Administrator and Teacher salaries.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Educational Software: Resource: Title I, Part A; Amount: \$82,450 • Unemployment Insurance: Resource: Title I, Part A; Amount: \$475 • Health & Welfare Benefits: Resource: Title I, Part A; Amount: \$7,189 • OASDI/Medicare: Resource: Title I, Part A; Amount: \$1,378 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> • STRS: Resource: Title I, Part A; Amount: \$18,148 • Certificated Admin: Resource: Title I, Part A; Amount: \$4,000 • Teacher Salaries: Resource: Title I, Part A; Amount: \$91,018 • Educational Software: Resource: Title IV: Amount \$3,180 						
2.4	<p>Designated and integrated ELD programs Charter School will provide ELs by proficiency level services and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support,</p>	Yes	Fully Implemented			\$89,739	\$49,356

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>including one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure teachers participate in PD on ELD instructional strategies and the CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include but is not limited to annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: Professional Services.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Professional Services: Resource: Title III - LEP; Amount: \$89,739 						
2.5	<p>Support for students with disabilities Students with disabilities will receive services and supports as listed in their Individualized</p>	No	Fully Implemented			\$1,629,137	\$796,454

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth, and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs and goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will collaborate, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed, and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees,</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>and SPED instructional materials and technology.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Professional Services: Resource: Title IV, Part A ESEA; Amount: \$8,000 						

Goal 3

Goal Description

INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2019-20: (2020 Dashboard) 58.5%	2021 Dashboard CCI data is not available. 2021-22: (Projected as of 5/13/22) 58.3%	2022 Dashboard CCI data is not available. 2022-23: (Projected as of 5/12/23) 73.3%	2022-23: (2023 Dashboard) 72.7%	2022-23: (2023 Dashboard) 70.0%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: 55.56%	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the	2021-22: 47.56% We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to	2022-23: 64.38% IAB ELA Level 3 and 4 Projection (1/22/24): <ul style="list-style-type: none"> Grade 11 Students: 53.06% 	2022-23: 60.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<p>Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> Grade 11 Students: 58.23% <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> Grade 11 Students: 64.38% 	<p>project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> Grade 11 Students: 67.61% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> Grade 11 Students: 55.56% 		
<p>Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</p>	<p>2018-19: 15.87%</p>	<p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p>	<p>2021-22: 19.51%</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics assessments.</p> <p>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> Grade 11 Students: 19.18% 	<p>2022-23: 24.66%</p> <p>IAB Math Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> Grade 11 Students: 39.29% 	<p>2022-23: 30.00%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<ul style="list-style-type: none"> Grade 11 Students: 34.18% IAB Math Level 3 and 4 Projection (5/13/22): <ul style="list-style-type: none"> Grade 11 Students: 38.58% 	IAB Math Level 3 and 4 Projection (5/12/23): <ul style="list-style-type: none"> Grade 11 Students: 56.25% 		
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: 68.4%	2020-21: 49.6%	2021-22: 69.1%	2022-23: 75.3%	2022-23: 70.0%
Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2019-20: 50.7%	2020-21: 64.4%	2021-22: 41.7%	2022-23: 60.0%	2022-23: 60.0%
Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	2020-21: (As of 5/16/21) 18.9%	2021-22: (As of 5/13/22) 23.6%	2021-22: (2022 Dashboard) 17.8% 2022-23: (As of 5/12/23) 48.0%	2022-23: (As of 1/22/24) 46.7%	2022-23: (2023 Dashboard) 30.0%
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 84.6%	2020-21: 87.5% 2021-22: (As of 5/13/22) 81.9%	2021-22: (CDE DataQuest) 75.7% 2022-23: (As of 5/12/23) 96.0%	2022-23 (CDE DataQuest): 95.9%	2022-23 (CDE DataQuest): 95.0%
Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 36.5%	2021-22: (As of 5/13/22) 22.2%	2021-22: (CDE DataQuest) 22.9% 2022-23: (As of 5/12/23) 25.3%	2022-23 (CDE DataQuest): 26.0%	2022-23 (CDE DataQuest): 30.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 31.1%	2021-22: (As of 5/13/22) 30.6%	2021-22: (CDE DataQuest) 28.6% 2022-23: (As of 5/12/23) 48.0%	2022-23 (CDE DataQuest): 45.2%	2022-23 (CDE DataQuest): 30.0%
Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2020-21: (As of 5/16/21) 45.9%	2021-22: (As of 5/13/22) 29.2%	2022-23: (As of 5/12/23) 64.0%	2023-24: (As of 1/22/24) 54.7%	2023-24: 50.0%
Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	2020-21: (As of 5/16/21) 95.0%	2021-22: (As of 5/13/22) 94%	2022-23: (As of 5/12/23) 99.0%	Data will be available in May 2024.	2023-24: 100.0%
Percentage of high school completers accepted to a 4-year college (Source: Naviance)	2020-21: (As of 5/16/21) 54.0%	2021-22: (As of 5/13/22) 67%	2022-23: (As of 5/12/23) 87.0%	Data will be available in May 2024.	2023-24: 70.0%
College-Going Rate (Source: CDE DataQuest)	Class of 2018: 49.2%	Class of 2019 data is not available.	Class of 2019: 69.6% Class of 2020: 51.5%	Class of 2021: 52.7%	Class of 2021: 65.0%
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 9%	2021-22: (As of 5/13/22) 2%	2022-23: (As of 5/12/23) 9.0%	2023-24: (As of 1/22/24) 9.0%	2023-24: 15%
Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%	2021-22: (As of 5/13/22) 92%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%
Percentage of students who have created or demonstrated a STEAM	2020-21: (As of 4/16/21) 95%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)					

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>College/Career readiness programs and activities</p> <p>Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application, and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college-related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate</p>	Yes	Fully Implemented			\$220,095	\$107,404

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>into or complement their academic studies.</p> <p>Expenditures associated with this action include the following: Educational Software.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Educational Software: Resource: Title I, Part A; Amount: \$500 						
3.2	<p>STEAM and GATE programs Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and clubs. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM-focused project, experiment, model, or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving</p>	Yes	Fully Implemented			\$13,000.00	\$7,150

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, using problem-based learning, and research.</p> <p>Expenditures associated with this action include the following: Educational Software</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Educational Software: Resource: Title I, Part A; Amount: \$3,000 						
3.3	<p>Digital literacy and citizenship programs Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to</p>	Yes	Fully Implemented			\$221,975	\$106,758

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas, and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly, and digital etiquette.</p> <p>Expenditures associated with this action include the following: Educational Software</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Educational Software: Resource: Title I, Part A; Amount: \$3,000 						
3.4	<p>Physical education, activity, and fitness</p> <p>Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health</p>	Yes	Fully Implemented			\$482,982	\$237,697

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe and that equipment is available for students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals, or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE supplies expenses.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> PE Supplies: Resource: Title IV, Part A; Amount: \$25,000 						
3.5	<p>Additional programs and activities that support well-rounded education</p> <p>In an effort to provide a well-rounded education to our students,</p>	Yes	Fully Implemented			\$886,638	\$449,984

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline, and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after-school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support a well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal 4

Goal Description

CONNECTION: All students, families, staff, and other educational partners will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3	2021-22: (As of 5/13/22) 3	This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings.	This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings.	2023-24: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 2	2021-22: (As of 5/13/22) 3	2022-23: (As of 5/12/23) 4	2023-24: (As of 1/22/24) 0	2023-24: 4
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 20	2021-22: (As of 5/13/22) 5	2022-23: (As of 5/12/23) 7	2023-24: (As of 1/22/24) 2	2023-24: 8
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 20	2021-22: (As of 5/13/22) 5	2022-23: (As of 5/12/23) 45	2023-24: (As of 1/22/24) 33	2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: 4	2022-23: 4	2023-24: (As of 1/22/24) 2	2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 9.0%	2021-22: (As of 5/13/22) 9.9%	2022-23: (As of 5/12/23) 18.3%	2023-24: (As of 1/22/24) 11.8%	2023-24: 20.0%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 98.06%	2021-22: (P-2 ADA) 88.19%	2022-23: (P-2 ADA) 93.23%	2023-24: (P-1 ADA) 94.03%	2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 3.8%	2021-22: (As of 5/13/22) 24.4%	2021-22: (2022 Dashboard) 29.9%	2022-23: (2023 Dashboard) 23.5%	2022-23: (2023 Dashboard) 5.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			2022-23: (As of 5/12/23) 21.4%	2023-24: (As of 1/22/24) 17.5%	
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%	2021-22: (As of 5/13/22) 0%	2022-23: (As of 5/12/23) 0.00%	2023-24: (As of 1/22/24) 0.00%	2023-24: 0.0%
High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 0.0%	2020-21: 0.0%	2021-22: (CDE DataQuest) 2.7%	2022-23: (CDE DataQuest) 2.6%	2022-23: (CDE DataQuest) 0.0%
			2022-23: 0.00%	2023-24: (As of 1/22/24) 0.00%	
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: (2020 Dashboard) 100.0%	2020-21: (2021 Dashboard) 100%	2021-22: (2022 Dashboard) 95.9%	2022-23: (2023 Dashboard) 94.9%	2022-23: (2023 Dashboard) 100.0%
			2022-23: (As of 5/12/23) 100.0%		
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 5/13/22) 1.6%	2021-22: (2022 Dashboard) 1.7%	2022-23: (2023 Dashboard) 3.5%	2022-23: (2023 Dashboard) 0.0%
			2022-23: (As of 5/12/23) 3.1%	2023-24: (As of 1/22/24) 0.5%	
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 5/13/22) 0.0%	2021-22: (CDE DataQuest) 0.00%	2022-23: (CDE DataQuest) 0.00%	2022-23: (CDE DataQuest) 0.00%
			2022-23: (As of 5/12/23) 0.00%	2023-24: (As of 1/22/24) 0.00%	
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 91.5% Families: 100.0% Staff: 100.0%	2021-22: Students: 80.8% Families: 13.8% Staff: 86.6%	2022-23: Students: 99.0% Families: 73.7% Staff: 100.0%	Survey administration will be done in February 2024 and data will be available in March 2024.	2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 72% Families: 95% Staff: 92%	2021-22: Students: 58.0% Families: 91.0% Staff: 73.0%	2022-23: Students: 56% Families: 91% Staff: 75%	Survey administration will be done in February 2024 and data will be available in March 2024.	2023-24: Students: 75% Families: 95% Staff: 90%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 91%	2021-22: (Spring 2021 to Fall 2021) 94.0%	2022-23: (Spring 2022 to Fall 2022) 87%	2023-24: (Spring 2023 to Fall 2023) 84.38%	2023-24: (Spring 2023 to Fall 2023) 90%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<p>Seeking family input for decision making</p> <p>Charter School will hold 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. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities</p>	Yes	Partially Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.</p> <p>Expenditures associated with this action include the following: N/A.</p>						
4.2	<p>Building partnerships with families for student outcomes Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop-off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents and additional workshops for parents of EL and immigrant</p>	Yes	Fully Implemented			\$366,891	\$178,358

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p> <p>Expenditures associated with this action include the following: Professional Services, Unemployment Insurance, OASDI/Medicare, STRS, and Teacher Salaries.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Professional Services: Resource: Title I, Part A; Amount: \$9,001 • Unemployment Insurance: Resource: Title I, Part A; Amount: \$40 • OASDI/Medicare: Resource: Title I, Part A; Amount: \$116 • STRS: Resource: Title I, Part A; Amount: \$1,528 • Teacher Salaries: Resource: Title I, Part A; Amount: \$8,000 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.3	<p>MTSS - PBIS and SEL support Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs and instructional materials, including free uniforms. Students who are homeless, experiencing housing instability, in foster care, experiencing personal/family crises, or having other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will assess our suspension/expulsion policies and procedures annually and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with clear, fair, incremental, restorative, and culturally responsive teaching, intervention, and prevention strategies and protocols. Charter School will celebrate student and</p>	Yes	Fully Implemented			\$494,056	\$239,934

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify the greatest progress and needs to inform our next steps.</p> <p>Charter School will provide more support to our identified groups in ATSI. Charter School will also provide more training/information to families regarding Chronic Absenteeism for supporting students that are targeted in ATSI.</p> <p>Expenditures associated with this action include the following: Instructional Materials & Supplies.</p> <p>The following expenditures will be funded by federal Title funds:</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> Instructional Materials & Supplies: Resource: Title I, Part A; Amount: \$4,770 						
4.4	<p>Annual educational partner surveys</p> <p>Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p>	Yes	Fully Implemented			\$3,500	\$1,925

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Expenditures associated with this action include the following: Panorama Education survey fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
4.5	<p>Community outreach and partnerships Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with various educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: N/A.</p>	Yes	Fully Implemented			\$390,709	\$198,044

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability 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

Goal 1

Goal Description

BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0	2022-23: 2	2023-24: 1	2023-24: 0
Percentage of students without access to their own copies of standards-	2020-21: 0%	2021-22: 0%	2022-23: 0%	2023-24: 0%	2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)					
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0	2022-23: 0	2023-24: 0	2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 96.0%	2021-22: (Spring 2021 to Fall 2021) 88%	2022-23: (Fall 2021 to Fall 2022) 82% This metric has been updated to measure from fall to fall.	2023-24: (Fall 2022 to Fall 2023) 78%	2023-24: (Fall 2022 to Fall 2023) 90.0%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 98.0%	2021-22: (As of 5/12/22) 94.2%	2022-23: (As of 5/15/23) 93.3%	2023-24: (As of 12/15/23) 93.5%	2023-24: 96.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Teacher assignments and credentials Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned	No	Fully Implemented			\$29,750	\$16,362

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
1.2	<p>Instructional materials and technology Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and</p>	No	Fully Implemented			\$528,190	\$281,553

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.</p> <p>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Technology: Resource: Title IV, Part A ESEA (ESSA); Amount: \$22,909 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.3	<p>Clean and safe facilities that support learning Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish</p>	No	Fully Implemented			\$2,243,244	\$1,220,468

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>schedules and procedures for the supervision of students in non-classroom areas, including before and after school.</p> <p>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
1.4	<p>Healthy and nutritious meals Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and</p>	Yes	Fully Implemented			\$39,000.00	\$21,450

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
1.5	<p>Well-orchestrated Home Office support services The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and</p>	No	Fully Implemented			\$1,376,394	\$757,017

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>external relations. Instructional services are reflected in Goals 2-4.</p> <p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal 2

Goal Description

EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	2020-21: 95%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 85%	2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%
Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	2020-21: (As of 5/7/21) 91%	2021-22: (As of 5/13/22) 86%	2022-23: (As of 5/12/23) 64%	2023-24: (As of 12/15/23) 10%	2023-24: 100%
Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)	2020-21: (First semester) 73%	2021-22: (First semester) 82%	2022-23: (First semester) 86%	2023-24: (First semester) 55%	2023-24: 80%
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 48.5	2021-22: (As of 5/13/22) 92.3	This metric will be retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric is based on myON reading assessments. Baseline will be established in 2023-24.	This metric has been retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline is being established in 2023-24.	2023-24: 60.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 41.81% English Learners: 7.69% 	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the	2021-22: <ul style="list-style-type: none"> All Students: 35.88% English Learners: 6.00% 	2022-23: <ul style="list-style-type: none"> All Students: 42.73% English Learners: 0.00% 	2022-23: <ul style="list-style-type: none"> All Students: 46.00% English Learners: 12.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 38.19% Students with Disabilities: 15.56% Hispanic: 38.49% White: 58.82% 	<p>Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> All Students: 40.48% English Learners: 4.26% Students with Disabilities: 21.82% Hispanic: 38.83% White: 63.64% <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> All Students: 41.71% 	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 35.13% Students with Disabilities: 16.07% Hispanic: 34.08% White: 58.34% <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> All Students: 42.52% English Learners: 5.26% Students with Disabilities: 18.64% Hispanic: 41.25% White: 53.33% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> All Students: 46.63% 	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 39.81% Students with Disabilities: 21.66% Asian: * Hispanic: 40.98% White: 50.0% <p>IAB ELA Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> All Students: 39.39% 	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 43.00% Students with Disabilities: 20.00% Hispanic: 43.00% White: 60.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> All Students: 16.6 points below standard English Learners: 62.1 points below standard Socioeconomically Disadvantaged: 22.0 points below standard Students with Disabilities: 79.9 points below standard Hispanic: 24.9 points below standard White: 26.2 points above standard 	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 67.3% English Learners: 69.6% Students with Disabilities: 67.6% Hispanic: 66.1% White: 88.2% 	2021-22: (2022 Dashboard) <ul style="list-style-type: none"> All Students: 35.0 points below standard English Learners: 89.4 points below standard Socioeconomically Disadvantaged: 36.6 points below standard Students with Disabilities: 89.4 points below standard Hispanic: 39.4 points below standard White: 16.4 points above standard 	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 19.3 points below standard English Learners: 83.5 points below standard Socioeconomically Disadvantaged: 26.4 points below standard Students with Disabilities: 65.5 points below standard Asian: * Hispanic: 2127.5 points below standard 	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 10.0 points below standard English Learners: 55.0 points below standard Socioeconomically Disadvantaged: 16.0 points below standard Students with Disabilities: 72.0 points below standard Hispanic: 18.0 points below standard White: 28.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> All Students: 65.0% English Learners: 66.0% Socioeconomically Disadvantaged: 66.3% Students with Disabilities: 66.0% Hispanic: 65.5% 	Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 67.3% English Learners: 69.6% Socioeconomically Disadvantaged: 67.5% 	Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 64.4% English Learners: 75.00% Socioeconomically Disadvantaged: 64.5% 	Fall 2022 to Fall 2023 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 50.8% English Learners: 46.5% Students with Disabilities: 58.2% Hispanic: 50.8% White: 53.8% 	2023-24: <ul style="list-style-type: none"> All Students: 70.0% English Learners: 70.0% Socioeconomically Disadvantaged: 70.0% Students with Disabilities: 70.0% Hispanic: 70.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<ul style="list-style-type: none"> White: 66.7% 	<ul style="list-style-type: none"> Students with Disabilities: 67.6% Asian: 72.2% Hispanic: 66.1% White: 88.2% 	<ul style="list-style-type: none"> Students with Disabilities: 70.2% Asian: 62.5% Hispanic: 65.4% White: 42.1% 		<ul style="list-style-type: none"> White: 70.0%
<p>Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</p>	<p>2018-19:</p> <ul style="list-style-type: none"> All Students: 27.87% English Learners: 5.13% Socioeconomically Disadvantaged: 24.80% Students with Disabilities: 15.55% Hispanic: 23.41% White: 64.71% White: 64.71% 	<p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> All Students: 16.62% English Learners: 2.13% Students with Disabilities: 7.27% Hispanic: 14.52% White: 45.54% <p>IAB Math Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> All Students: 54.57% 	<p>2021-22:</p> <ul style="list-style-type: none"> All Students: 21.76% English Learners: 6.00% Socioeconomically Disadvantaged: 20.79% Students with Disabilities: 12.50% Hispanic: 18.97% White: 41.67% <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics assessments.</p> <p>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> All Students: 21.18% 	<p>2022-23:</p> <ul style="list-style-type: none"> All Students: 25.66% English Learners: 2.44% Socioeconomically Disadvantaged: 22.73% Students with Disabilities: 13.33% Asian: * Hispanic: 25.0% White: 25.0% <p>IAB Math Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> All Students: 26.36% 	<p>2022-23:</p> <ul style="list-style-type: none"> All Students: 34.00% English Learners: 15.00% Socioeconomically Disadvantaged: 34.00% Students with Disabilities: 25.00% Hispanic: 34.00% White: 67.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			<ul style="list-style-type: none"> • English Learners: 0.00% • Students with Disabilities: 15.25% • Hispanic: 19.87% • White: 20.00% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> • All Students: 47.22% 		
<p>Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)</p>	<p>2018-19: (2019 Dashboard)</p> <ul style="list-style-type: none"> • All Students: 60.8 points below standard • English Learners: 96.8 points below standard • Socioeconomically Disadvantaged: 65.6 points below standard • Students with Disabilities: 119.6 points below standard • Hispanic: 71.9 points below standard • White: 21.8 points above standard 	<p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> • All Students: 68.4% • English Learners: 66.0% • Students with Disabilities: 68.1% • Hispanic: 67.4% 	<p>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> • All Students: 77.9 points below standard • English Learners: 119.6 points below standard • Socioeconomically Disadvantaged: 80.1 points below standard • Students with Disabilities: 107.9 points below standard • Hispanic: 83.6 points below standard • White: 23.6 points below standard 	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> • All Students: 62.9 points below standard • English Learners: 115.3 points below standard • Socioeconomically Disadvantaged: 70.9 points below standard • Students with Disabilities: 114.7 points below standard • Asian: * • Hispanic: 66.9 points below standard • White: 51.2 points below standard 	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> • All Students: 54.0 points below standard • English Learners: 86.0 points below standard • Socioeconomically Disadvantaged: 58.0 points below standard • Students with Disabilities: 100.0 points below standard • Hispanic: 64.0 points below standard • White: 23.0 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<ul style="list-style-type: none"> White: 64.7% 			
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> All Students: 67.4% English Learners: 63.6% Socioeconomically Disadvantaged: 68.3% Students with Disabilities: 57.9% Asian: 70.8% Hispanic: 66.7% White: 87.5% 	Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 68.4% English Learners: 66.0% Socioeconomically Disadvantaged: 69.0% Students with Disabilities: 68.1% Asian: 83.3% Hispanic: 67.4% White: 64.7% 	Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 65.3% English Learners: 69.1% Socioeconomically Disadvantaged: 66.6% Students with Disabilities: 83.3% Asian: 62.5% Hispanic: 65.7% White: 57.9% 	Fall 2022 to Fall 2023 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 51.2% English Learners: 59.1% Students with Disabilities: 58.8% Hispanic: 52.7% White: 30.8% 	2023-24: <ul style="list-style-type: none"> All Students: 70.0% English Learners: 65.0% Socioeconomically Disadvantaged: 70.0% Students with Disabilities: 60.0% Asian: 70.0% Hispanic: 70.0% White: 80.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: (2019 Dashboard) 71.4%	2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. 2022 ELPAC Percentage of Students at Each Performance Level: <ul style="list-style-type: none"> Level 4: 15.76% Level 3: 40.78% Level 2: 27.63% Level 1: 15.76% 	2021-22: (2022 Dashboard) 54.9%	2022-23: (2023 Dashboard) 60.0%	2022-23: (2023 Dashboard) 73.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 14.0%	2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4:	2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4:	2023-24 RFEP data is not available. The following is the 2023 summative ELPAC percentage for the Level 4 performance level. 2023 ELPAC Percentage of Students Level 4:	2023-24: 15.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		20.0%	15.79%	22.89%	
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 21.05% English Learners: 0.00% Socioeconomically Disadvantaged: 20.79% Students with Disabilities: 5.56% Hispanic: 19.41% 	CAST assessments were waived during the 2019-20 and 2020-21 school years.	2021-22: <ul style="list-style-type: none"> All Students: 16.76% English Learners: 0.00% Socioeconomically Disadvantaged: 16.98% Students with Disabilities: 3.45% Hispanic: 16.67% 	2022-23: <ul style="list-style-type: none"> All Students: 24.00% English Learners: 0.00% Socioeconomically Disadvantaged: 20.77% Students with Disabilities: 7.41% Hispanic: 20.61% 	2022-23: <ul style="list-style-type: none"> All Students: 24.00% English Learners: 10.00% Socioeconomically Disadvantaged: 24.00% Students with Disabilities: 10.00% Hispanic: 24.00%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Broad course of study and standards-based curriculum Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant,	No	Fully Implemented			\$1,927,089	\$935,713

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Teacher salary and benefits: Resource: Title I; Amount: \$184,876.73 						
2.2	<p>Professional development for high-quality instruction</p> <p>Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student</p>	Yes	Fully Implemented			\$114,500	\$62,975

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs.</p> <p>Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Professional development - other expenses: Resource: Title II; Amount: \$25,500 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> Professional development - other expenses: Resource: Title IV, Part A ESEA (ESSA); Amount: \$4,500 						
2.3	<p>MTSS - Academic enrichment, intervention, and student support Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during</p>	Yes	Fully Implemented			\$927,962	\$458,376

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>MSA2 used the following evidence-based intervention strategies as part of the action plan related to the ATSI for students with disabilities as it pertains to math and ELA performance on state tests and chronic absenteeism: Inclusion of targeted student populations in additional interventions, including Saturday School interventions, before school small group academic interventions, intersession academic support during Spring Break, Thanksgiving Break, Winter Break and Summer Break.</p> <p>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Standards Plus, Quizizz, Padlet, BrainPOP, NextGenMath, Grammarly, Flocabulary, Nearpod,</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Newsela, and myON.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Professional Services: Resource: Title I; Amount: \$4,500 • Educational Software: Resource: Title IV, Part A ESEA (ESSA); Amount: \$6,180 • Educational Software: Resource: Title I; Amount: \$45,444 • Intervention Teacher salary and benefits: Resource: Title I; Amount: \$172,033.02 • Cert. Administrative salary (resource 1300): Resource: Title I; Amount: \$12,000 						
2.4	<p>Designated and integrated ELD programs</p> <p>Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL</p>	Yes	Fully Implemented			\$1,000.00	\$550

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Rosetta Stone program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Professional Services: Resource: Title I, ; Amount: \$1,000 						
2.5	<p>Support for students with disabilities</p> <p>Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and</p>	No	Fully Implemented			\$1,040,068	\$511,124

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal 3

Goal Description
INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of students in the current year College Career Indicator (CCI) who	2018-19: 55.0%	2021 Dashboard CCI data is not available.	2022 Dashboard CCI data is not available.	2022-23: (2023 Dashboard) 81.6%	2022-23: (2023 Dashboard) 70.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
earned Prepared on the CCI (Source: CA School Dashboard)		2021-22: (Projected as of 5/13/22) 53.7%	2022-23: (Projected as of 5/12/23) 80.9%		
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: 75.68%	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: <ul style="list-style-type: none"> Grade 11 Students: 54.17% IAB ELA Level 3 and 4 Projection (5/13/22): <ul style="list-style-type: none"> Grade 11 Students: 56.74% 	2021-22: 52.08% We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments. Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC: <ul style="list-style-type: none"> Grade 11 Students: 65.29% IAB ELA Level 3 and 4 Projection (5/12/23): <ul style="list-style-type: none"> Grade 11 Students: 63.82% 	2022-23: 74.47% IAB ELA Level 3 and 4 Projection (1/22/24): <ul style="list-style-type: none"> Grade 11 Students: 46.72% 	2022-23: 78.00%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: 24.32%	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Mathematics assessment	2021-22: 27.08% We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB)	2022-23: 51.06% IAB Math Level 3 and 4 Projection (1/22/24): <ul style="list-style-type: none"> Grade 11 Students: 30.56% 	2022-23: 35.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<p>and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> Grade 11 Students: 25.00% <p>IAB Math Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> Grade 11 Students: 72.34% 	<p>to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics assessments.</p> <p>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> Grade 11 Students: 44.68% <p>IAB Math Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> Grade 11 Students: 60.33% 		
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: 61.2%	2020-21: 45.8%	2021-22: 68.0%	2022-23: 84.6%	2022-23: 65.0%
Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2019-20: 36.1%	2020-21: 55.3%	2021-22: 39.0%	2022-23: 17.0%	2022-23: 50.0%
Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	2020-21: (As of 5/16/21) 57.5%	2021-22: (As of 5/13/22) 75.6%	<p>2021-22: (2022 Dashboard) 73.2%</p> <p>2022-23: (As of 5/12/23) 85.1%</p>	2022-23: (As of 1/22/24) 65.9%	2022-23: (2023 Dashboard) 60.0%
Percentage of cohort graduates meeting UC/CSU requirements	2019-20: 92.1%	2020-21: 92.3%	2021-22: (CDE DataQuest) 97.4%	2022-23 (CDE DataQuest): 95.7%	2022-23 (CDE DataQuest): 95.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
(Source: CALPADS, CDE DataQuest)		2021-22: (As of 5/13/22) 97.6%	2022-23: (As of 5/12/23) 97.9%		
Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 29.3%	2021-22: (As of 5/13/22) 34.1%	2021-22: (CDE DataQuest) 33.3% 2022-23: (As of 5/12/23) 0.00%	2022-23 (CDE DataQuest): 2.1%	2022-23 (CDE DataQuest): 30.0%
Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 31.7%	2021-22: (As of 5/13/22) 46.3%	2021-22: (CDE DataQuest) 48.7% 2022-23: (As of 5/12/23) 55.3%	2022-23 (CDE DataQuest): 55.3%	2022-23 (CDE DataQuest): 30.0%
Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2020-21: (As of 5/16/21) 58.5%	2021-22: (As of 5/13/22) 51.2%	2022-23: (As of 5/12/23) 42.6%	2023-24: (As of 1/22/24) 42.6%	2023-24: 50.0%
Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	2020-21: (As of 5/16/21) 95.0%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 98.0%	Data will be available in May 2024.	2023-24: 100.0%
Percentage of high school completers accepted to a 4-year college (Source: Naviance)	2020-21: (As of 5/16/21) 71.0%	2021-22: (As of 5/13/22) 66%	2022-23: (As of 5/12/23) 91.0%	Data will be available in May 2024.	2023-24: 70.0%
College-Going Rate (Source: CDE DataQuest)	Class of 2018: 55.6%	Class of 2019 data is not available.	Class of 2019: 47.6% Class of 2020: 47.4%	Class of 2021: 51.2%	Class of 2021: 70.0%
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 20%	2021-22: (As of 5/13/22) 23%	2022-23: (As of 5/12/23) 22%	2023-24: (As of 1/22/24) 17%	2023-24: 20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>College/Career readiness programs and activities</p> <p>Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs</p>	Yes	Fully Implemented			\$155,826	\$75,532

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.</p> <p>Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
3.2	<p>STEAM and GATE programs Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science</p>	Yes	Fully Implemented			\$4,491.00	\$2,470

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.</p> <p>Expenditures associated with this action include the following: supplemental science program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Educational Software: Resource: Title I; Amount: \$2,000 • Educational Software: Resource: Title IV, Part A ESEA (ESSA); Amount: \$2,490 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.3	<p>Digital literacy and citizenship programs Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.</p> <p>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.</p>	Yes	Fully Implemented			\$128,147	\$61,511

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: N/A						
3.4	<p>Physical education, activity, and fitness</p> <p>Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p>	Yes	Fully Implemented			\$229,755	\$118,738

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
3.5	<p>Additional programs and activities that support well-rounded education</p> <p>In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others.</p>	Yes	Fully Implemented			\$586,285	\$307,708

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal 4

Goal Description

CONNECTION: All students, families, staff, and other educational partners will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 4	2021-22: (As of 5/13/22) 4	This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings.	This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings.	2023-24: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3	2021-22: (As of 5/13/22) 4	2022-23: (As of 5/12/23) 3	2023-24: (As of 1/22/24) 2	2023-24: 4
Number of Parent Advisory Committee (PAC) meetings per year	2020-21: (As of 5/16/21) 32	2021-22: (As of 5/13/22) 22	2022-23: (As of 5/12/23) 4	2023-24: (As of 1/22/24) 4	2023-24: 8

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
(Source: Local Indicator Priority 3)					
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 31	2021-22: (As of 5/13/22) 27	2022-23: (As of 5/12/23) 35	2023-24: (As of 1/22/24) 21	2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: 4	2022-23: 4	2023-24: (As of 1/22/24) 2	2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 22.1%	2021-22: (As of 5/13/22) 16.6%	2022-23: (As of 5/12/23) 26.1%	2023-24: (As of 1/22/24) 0.00%	2023-24: 25.0%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 98.08%	2021-22: (P-2 ADA) 91.4%	2022-23: (P-2 ADA) 93.33%	2023-24: (P-1 ADA) 94.28%	2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 3.9%	2021-22: (As of 5/13/22) 6.0%	2021-22: (2022 Dashboard) 27.3%	2022-23: (2023 Dashboard) 21.3%	2022-23: (2023 Dashboard) 5.0%
			2022-23: (As of 5/12/23) 20.9%	2023-24: (As of 1/22/24) 16.3%	
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%	2021-22: (As of 5/13/22) 0%	2022-23: (As of 5/12/23) 0%	2023-24: (As of 1/22/24) 3.0%	2023-24: 0.0%
High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 5.0%	2020-21: 0.0%	2021-22: (CDE DataQuest) 0.00%	2022-23: (CDE DataQuest) 0.00%	2022-23: (CDE DataQuest) 0.0%
			2022-23: 0.00%	2023-24: (As of 1/22/24) 2.3%	
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: (2020 Dashboard) 95.0%	2020-21: (2021 Dashboard) 93.2%	2021-22: (2022 Dashboard) 100.0%	2022-23: (2023 Dashboard) 95.9%	2022-23: (2023 Dashboard) 100.0%
			2022-23: (As of 5/12/23) 100.0%		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 5/13/22) 0.4%	2021-22: (2022 Dashboard) 0.4% 2022-23: (As of 5/12/23) 0.2%	2022-23: (2023 Dashboard) 0.00% 2023-24: (As of 1/22/24) 0.2%	2022-23: (2023 Dashboard) 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 5/13/22) 0.19%	2021-22: (CDE DataQuest) 0.19% 2022-23: (As of 5/12/23) 0.00%	2022-23: (CDE DataQuest) 0.00% 2023-24: (As of 1/22/24) 0.00%	2022-23: (CDE DataQuest) 0.00%
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 95.1% Families: 91.8% Staff: 100.0%	2021-22: Students: 98% Families: 86.3% Staff: 100%	2022-23: Students: 98.6% Families: 99.3% Staff: 100.0%	Survey administration will be done in February 2024 and data will be available in March 2024.	2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 76% Families: 98% Staff: 94%	2021-22: Students: 73% Families: 97% Staff: 85%	2022-23: Students: 70.0% Families: 98.0% Staff: 87.0%	Survey administration will be done in February 2024 and data will be available in March 2024.	2023-24: Students: 75% Families: 95% Staff: 90%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 85%	2021-22: (Spring 2021 to Fall 2021) 90%	2022-23: (Spring 2022 to Fall 2022) 83.0%	2023-24: (Spring 2023 to Fall 2023) 86.46%	2023-24: (Spring 2023 to Fall 2023) 85%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	Seeking family input for decision making Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site	Yes	Fully Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.</p> <p>Expenditures associated with this action include the following: parent meeting expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
4.2	<p>Building partnerships with families for student outcomes Charter School will build trusting and respectful relationships with</p>	Yes	Fully Implemented			\$385,241	\$187,444

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, Dean of Culture salary and benefits, and Office manager/Administrative assistant salaries and benefits.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Professional Services: Resource: Title I; Amount: \$17,500 • Teacher Salary and Benefits: Resource: Title I; Amount: \$12,105 						
4.3	<p>MTSS - PBIS and SEL support Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will</p>	Yes	Fully Implemented			\$635,239	\$307,179

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Non-Instructional Student Supplies: Resource: Title III (Imm. Ed.); Amount: \$2,866 • Instructional Materials and Supplies: Resource: Title I; Amount: \$3,738 • Admin salary and benefits: Resource: Title I, Part A; Amount: \$42,746.65 						
4.4	Annual educational partner surveys	Yes	Fully Implemented			\$2,200	\$1,210

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.5	<p>Community outreach and partnerships Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	Yes	Fully Implemented			\$271,911	\$137,052

Goal 5

Goal Description

--

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-3	Zekeriya Ocel Principal	zocel@magnoliapublicschools.org (310) 637-3806

Goal 1

Goal Description

BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0	2022-23: 0	2023-24: 3	2023-24: 0
Percentage of students without access to their own copies of standards-	2020-21: 0%	2021-22: 0%	2022-23: 0%	2023-24: 0%	2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)					
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0	2022-23: 0	2023-24: 0	2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 83.0%	2021-22: (Spring 2021 to Fall 2021) 82%	2022-23: (Fall 2021 to Fall 2022) 68% This metric has been updated to measure from fall to fall.	2023-24: (Fall 2022 to Fall 2023) 74%	2023-24: (Fall 2022 to Fall 2023) 85.0%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 98.5%	2021-22: (As of 5/12/22) 95.8%	2022-23: (As of 5/12/23) 93.8%	2023-24: (As of 12/15/23) 93.7%	2023-24: 96.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Teacher assignments and credentials MSA-3 and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned	No	Fully Implemented			\$25,970	\$14,284

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
1.2	<p>Instructional materials and technology Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and</p>	No	Fully Implemented			\$527,814	\$279,892

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.</p> <p>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.</p> <p>The following expenditures will be funded by federal Title funds: Technology Software Title IV: \$963.54</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.3	<p>Clean and safe facilities that support learning Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by LAUSD custodial staff under Prop-39. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-</p>	No	Fully Implemented			\$589,897	\$316,924

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>classroom areas, including before and after school.</p> <p>Expenditures associated with this action include the following: facilities rent/acquisition cost, , maintenance and repair services, gas/electric, health and safety related expenses, and insurance costs (workers compensation, CharterSAFE, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
1.4	<p>Healthy and nutritious meals</p> <p>Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as</p>	No Yes	Fully Implemented			\$18,020	\$9,911

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
1.5	<p>Well-orchestrated Home Office support services</p> <p>The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.</p>	No	Fully Implemented			\$934,229	\$513,826

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal 2

Goal Description

EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	2020-21: 85%	2021-22: (As of 5/13/22) 90%	2022-23: (As of 5/12/23) 80%	2023-24: (As of 1/22/24) 85%	2023-24: 100%
Percentage of students who have sufficient access to all programs and services developed and	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)					
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%
Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	2020-21: (As of 5/7/21) 79%	2021-22: (As of 5/13/22) 41%	2022-23: (As of 5/12/23) 83%	2023-24: (As of 12/15/23) 49%	2023-24: 100%
Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)	2020-21: (First semester) 74%	2021-22: (First semester) 85%	2022-23: (First semester) 82%	2023-24: (First semester) 79%	2023-24: 80%
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 67.3	2021-22: (As of 5/13/22) 61.6	This metric will be retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24.	This metric has been retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline is being established in 2023-24.	2023-24: 70.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 35.67% English Learners: 5.88% Socioeconomically Disadvantaged: 39.75% 	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim	2021-22: <ul style="list-style-type: none"> All Students: 33.18% English Learners: 0.00% Socioeconomically Disadvantaged: 33.13% 	2022-23: <ul style="list-style-type: none"> All Students: 32.66% English Learners: 0.00% Socioeconomically Disadvantaged: 33.08% 	2022-23: <ul style="list-style-type: none"> All Students: 39.00% English Learners: 12.00% Socioeconomically Disadvantaged: 42.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<ul style="list-style-type: none"> Students with Disabilities: ?% African American: 31.65% Hispanic: 39.74% 	<p>Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> All Students: 38.55% English Learners: 0.00% Students with Disabilities: 13.33% Hispanic: 44.00% White: 66.67% <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> All Students: 39.50% 	<ul style="list-style-type: none"> Students with Disabilities: 5.88% African American: 25.3% Hispanic: 37.29% <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> All Students: 40.31% English Learners: 0.00% Students with Disabilities: 20.83% Hispanic: 39.64% White: 0.00% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> All Students: 39.92% 	<ul style="list-style-type: none"> Students with Disabilities: 17.39% African American: 29.49% Asian: * Hispanic: 32.74% White: * <p>IAB ELA Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> All Students: 38.34% 	<ul style="list-style-type: none"> Students with Disabilities: 12.00% African American: 37.0% Hispanic: 42.00%
Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments	2018-19: (2019 Dashboard)	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and	2021-22: (2022 Dashboard)	2022-23: (2023 Dashboard)	2022-23: (2023 Dashboard)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
(Source: CA School Dashboard)	<ul style="list-style-type: none"> All Students: 40.6 points below standard English Learners: 87.6 points below standard Socioeconomically Disadvantaged: 37.4 points below standard Students with Disabilities: 139.3 points below standard Homeless: 31.9 points below standard African American: 47.6 points below standard Hispanic: 34.1 points below standard 	<p>2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 60.1% English Learners: 76.9% Students with Disabilities: 50.0% Hispanic: 65.0% White: N/A 	<ul style="list-style-type: none"> All Students: 43.5 points below standard English Learners: 95.7 points below standard Socioeconomically Disadvantaged: 47.5 points below standard Students with Disabilities: 128.1 points below standard African American: 70.0 points above standard Hispanic: 32.4 points below standard 	<ul style="list-style-type: none"> All Students: 40.2 points below standard English Learners: 117.8 points below standard Socioeconomically Disadvantaged: 41.8 points below standard Students with Disabilities: 119.4 points below standard African American: 37.9 points below standard Hispanic: 47.6 points below standard White: * 	<ul style="list-style-type: none"> All Students: 34.0 points below standard English Learners: 76.0 points below standard Socioeconomically Disadvantaged: 30.0 points below standard Students with Disabilities: 100.0 points below standard Homeless: 24.0 points below standard African American: 40.0 points below standard Hispanic: 27.0 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	<p>2020-21:</p> <ul style="list-style-type: none"> All Students: 50.2% English Learners: 60.0% Socioeconomically Disadvantaged: 49.1% Students with Disabilities: 59.4% African American: 50.0% Hispanic: 50.9% 	<p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 60.1% English Learners: 76.9% Socioeconomically Disadvantaged: 60.0% Students with Disabilities: 50.0% 	<p>Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 58.5% English Learners: 60.00% Socioeconomically Disadvantaged: 56.2% Students with Disabilities: 60.00% 	<p>Fall 2022 to Fall 2023 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 53.5% English Learners: 53.3% Students with Disabilities: 33.3% Hispanic: 49.3% African American: 60.3% 	<p>2023-24:</p> <ul style="list-style-type: none"> All Students: 60.0% English Learners: 60.0% Socioeconomically Disadvantaged: 60.0% Students with Disabilities: 60.0% African American: 60.0% Hispanic: 60.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<ul style="list-style-type: none"> African American: 51.4% Hispanic: 65.0% 	<ul style="list-style-type: none"> African American: 62.3% Hispanic: 56.1% 		
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 17.37% English Learners: 0.00% Socioeconomically Disadvantaged: 18.89% Students with Disabilities: 0.00% African American: 12.03% Hispanic: 21.16% 	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments. Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: <ul style="list-style-type: none"> All Students: 15.00% English Learners: 0.00% Students with Disabilities: 0.00% Hispanic: 17.70% White: 33.33% IAB Math Level 3 and 4 Projection (5/13/22): <ul style="list-style-type: none"> All Students: 44.13% 	2021-22: <ul style="list-style-type: none"> All Students: 18.44% English Learners: 7.69% Socioeconomically Disadvantaged: 18.56% Students with Disabilities: 11.11% African American: 12.64% Hispanic: 21.85% We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics assessments. Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC: <ul style="list-style-type: none"> All Students: 17.35% 	2022-23: <ul style="list-style-type: none"> All Students: 8.50% English Learners: 0.00% Socioeconomically Disadvantaged: 10.45% Students with Disabilities: 0.00% African American: 6.41% Hispanic: 9.64% White: * IAB Math Level 3 and 4 Projection (1/22/24): <ul style="list-style-type: none"> All Students: 43.55% 	2022-23: <ul style="list-style-type: none"> All Students: 25.00% English Learners: 15.00% Socioeconomically Disadvantaged: 25.00% Students with Disabilities: 15.00% African American: 18.00% Hispanic: 25.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			<ul style="list-style-type: none"> English Learners: 14.29% Students with Disabilities: 0.00% Hispanic: 20.00% White: 0.00% <p>IAB MATH Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> All Students: 47.41% 		
<p>Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)</p>	<p>2018-19: (2019 Dashboard)</p> <ul style="list-style-type: none"> All Students: 89.6 points below standard English Learners: 129.5 points below standard Socioeconomically Disadvantaged: 87.1 points below standard Students with Disabilities: 184.4 points below standard Homeless: 86.0 points below standard African American: 99.8 points below standard Hispanic: 81.0 points below standard 	<p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 60.7% English Learners: 50.0% Students with Disabilities: 65.0% Hispanic: 64.4% 	<p>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> All Students: 86.9 points below standard English Learners: 103.9 points below standard Socioeconomically Disadvantaged: 88.1 points below standard Students with Disabilities: 133.1 points below standard African American: 112.2 points below standard Hispanic: 74.3 points below standard 	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> All Students: 109.5 points below standard English Learners: 156.8 points below standard Socioeconomically Disadvantaged: 106.8 points below standard Students with Disabilities: 175.1 points below standard African American: 120.7 points below standard Hispanic: 104.2 points below standard White: * 	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> All Students: 81.0 points below standard English Learners: 110.0 points below standard Socioeconomically Disadvantaged: 79.0 points below standard Students with Disabilities: 125.0 points below standard Homeless: 79.0 points below standard African American: 90.0 points below standard Hispanic: 73.0 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<ul style="list-style-type: none"> White: N/A 			
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> All Students: 49.5% English Learners: 50.0% Socioeconomically Disadvantaged: 48.0% Students with Disabilities: 33.3% African American: 43.8% Hispanic: 53.3% 	Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 60.7% English Learners: 50.0% Socioeconomically Disadvantaged: 61.2% Students with Disabilities: 65.0% African American: 52.2% Hispanic: 64.4% 	Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 63.1% English Learners: 58.8% Socioeconomically Disadvantaged: 63.4% Students with Disabilities: 65.6% African American: 62.5% Hispanic: 63.1% 	Fall 2022 to Fall 2023 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 47.9% English Learners: 46.2% Students with Disabilities: 47.8% African American: 53.6% Hispanic: 43.7% White: 50.0% 	2023-24: <ul style="list-style-type: none"> All Students: 60.0% English Learners: 60.0% Socioeconomically Disadvantaged: 60.0% Students with Disabilities: 60.0% African American: 60.0% Hispanic: 60.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: (2019 Dashboard) 60.9%	2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. 2022 ELPAC Percentage of Students at Each Performance Level: <ul style="list-style-type: none"> Level 4: 16.6% Level 3: 50% Level 3: 8% Level 1: 25% 	2021-22: (2022 Dashboard) 63.6%	2022-23: (2023 Dashboard) 68.0%	2022-23: (2023 Dashboard) 62.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 0%	2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.	2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.	2023-24 RFEP data is not available. The following is the 2023 summative ELPAC percentage for the Level 4 performance level.	2023-24: 10.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		2022 ELPAC Percentage of Students Level 4: 16.6%	2022 ELPAC Percentage of Students Level 4: 16.00%	2023 ELPAC Percentage of Students Level 4: 17.86%	
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 10.05% Socioeconomically Disadvantaged: 12.69% Students with Disabilities: 0.00% African American: 10.53% Hispanic: 8.25% 	CAST assessments were waived during the 2019-20 and 2020-21 school years.	2021-22: <ul style="list-style-type: none"> All Students: 14.91% English Learners: 7.14% Socioeconomically Disadvantaged: 14.84% Students with Disabilities: 14.29% African American: 9.80% Hispanic: 17.82% 	2022-23: <ul style="list-style-type: none"> All Students: 8.08% English Learners: * Socioeconomically Disadvantaged: 8.82% Students with Disabilities: 0.00% Hispanic: 13.79% African American: 0.00 	2022-23: <ul style="list-style-type: none"> All Students: 16.00% Socioeconomically Disadvantaged: 16.00% Students with Disabilities: 10.00% African American: 16.0% Hispanic: 16.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Broad course of study and standards-based curriculum Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet	No	Fully Implemented			\$1,826,594	\$884,325

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds: Title I - \$17,151.51</p>						
2.2	<p>Professional development for high-quality instruction Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student</p>	Yes	Fully Implemented			\$47,183	\$25,951

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs.</p> <p>Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Tuition reimbursement for professional development: Resource: 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Title II, Part A; Amount: \$23,590.30						
2.3	<p>MTSS - Academic enrichment, intervention, and student support Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be</p>	Yes	Fully Implemented			\$701,623	\$341,331

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>Expenditures associated with this action include the following: Dean of Academics salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, and evidence-based supplemental intervention/enrichment program fees (IXL, MyON, BrainPOP, Flocabulary, Nearpod, and myON.)</p> <p>The following expenditures will be funded by federal Title funds: Teacher salaries and benefits Title I; Amount: \$70,725.88 Teacher aide salary and benefits ESSER III -Learning Loss : \$74,034.80 Summer School- ESSER III- Summer Grant: \$71,261.75 <ul style="list-style-type: none"> Educational Software Resource: Title IV, part A: \$3,370.80 </p>						
2.4	<p>Designated and integrated ELD programs Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to</p>	Yes	Fully Implemented			\$122,288	\$58,698

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend,</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
2.5	<p>Support for students with disabilities Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL</p>	No	Fully Implemented			\$815,928	\$400,378

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.</p> <p>The following expenditures will be funded by federal Title funds: Sped services IDEA SPED- \$49,867.70 Counseling Service Title IV, Part A ESEA \$8,480</p>						

Goal 3

Goal Description

INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2018-19: 38.2%	2021 Dashboard CCI data is not available. 2021-22: (Projected as of 5/13/22) 58%	2022 Dashboard CCI data is not available. 2022-23: (Projected as of 5/12/23) 40.8%	2022-23: (2023 Dashboard) 44.0%	2022-23: (2023 Dashboard) 60.0%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: 50.98%	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: <ul style="list-style-type: none"> Grade 11 Students: 52.50% IAB ELA Level 3 and 4 Projection (5/13/22): <ul style="list-style-type: none"> Grade 11 Students: 60.83% 	2021-22: 52.00% We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments. Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC: <ul style="list-style-type: none"> Grade 11 Students: 44.68% IAB ELA Level 3 and 4 Projection (5/12/23): <ul style="list-style-type: none"> Grade 11 Students: 49.12% 	2022-23: 48.0% IAB ELA Level 3 and 4 Projection (1/22/24): <ul style="list-style-type: none"> Grade 11 Students: 46.36% 	2022-23: 55.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: 25.49%	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments. Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: <ul style="list-style-type: none"> Grade 11 Students: 26.67% IAB Math Level 3 and 4 Projection (5/13/22): <ul style="list-style-type: none"> Grade 11 Students: 72.54% 	2021-22: 19.61% We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics assessments. Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC: <ul style="list-style-type: none"> Grade 11 Students: 34.04% IAB Math Level 3 and 4 Projection (5/12/23): <ul style="list-style-type: none"> Grade 11 Students: 68.67% 	2022-23: 12.00% IAB Math Level 3 and 4 Projection (1/22/24): <ul style="list-style-type: none"> Grade 11 Students: 56.82% 	2022-23: 35.0%
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: 35.7%	2020-21: 37.5%	2021-22: 25.00%	2022-23: 11.4%	2022-23: 50.0%
Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2019-20: 10.9%	2020-21: data not available	2021-22: 20.8%	2022-23: 4.1%	2022-23: 40.0%
Percentage of seniors who completed at least one semester of college	2020-21: (As of 5/16/21) 15.6%	2021-22: (As of 5/13/22) 28%	2021-22: (2022 Dashboard) 26.5%	2022-23: (As of 1/22/24) 34.0%	2022-23: (2023 Dashboard) 30.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)			2022-23: (As of 5/12/23) 14.3%		
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 96.2%	2020-21: 93.2% 2021-22: (As of 5/13/22) 98%	2021-22: (CDE DataQuest) 95.8% 2022-23: (As of 5/12/23) 97.9%	2022-23 (CDE DataQuest): 95.7%	2022-23 (CDE DataQuest): 95.0%
Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 13.6%	2021-22: (As of 5/13/22) 4%	2021-22: (CDE DataQuest) 4.2% 2022-23: (As of 5/12/23) 2.1%	2022-23 (CDE DataQuest): 4.3%	2022-23 (CDE DataQuest): 20.0%
Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 27.3%	2021-22: (As of 5/13/22) 36%	2021-22: (CDE DataQuest) 37.5% 2022-23: (As of 5/12/23) 38.3%	2022-23 (CDE DataQuest): 38.3%	2022-23 (CDE DataQuest): 30.0%
Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2020-21: (As of 5/16/21) 59.1%	2021-22: (As of 5/13/22) 52%	2022-23: (As of 5/12/23) 40.4%	2023-24: (As of 1/22/24) 40.4%	2023-24: 50.0%
Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	2020-21: (As of 5/16/21) 95.0%	2021-22: (As of 5/13/22) 96%	2022-23: (As of 5/12/23) 83.0%	Data will be available in May 2024.	2023-24: 100.0%
Percentage of high school completers accepted to a 4-year college (Source: Naviance)	2020-21: (As of 5/16/21) 68.0%	2021-22: (As of 5/13/22) 78%	2022-23: (As of 5/12/23) 57.0%	Data will be available in May 2024.	2023-24: 70.0%
College-Going Rate (Source: CDE DataQuest)	Class of 2018: 62.8%	Class of 2019 data is not available.	Class of 2019: 76.1% Class of 2020:	Class of 2021: 77.3%	Class of 2021: 75.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			54.7%		
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 6%	2021-22: (As of 5/13/22) 4%	2022-23: (As of 5/12/23) 10%	2023-24: (As of 1/22/24) 10%	2023-24: 10%
Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%	2021-22: (As of 5/13/22) 96%	2022-23: (As of 5/12/23) 98%	2023-24: (As of 1/22/24) 94%	2023-24: 100%
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 70%	2021-22: (As of 5/13/22) 72%	2022-23: (As of 5/12/23) 90%	2023-24: (As of 1/22/24) 99%	2023-24: 100%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	College/Career readiness programs and activities Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to	Yes	Fully Implemented			\$138,666	\$67,001

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP)/college courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.</p> <p>Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, AP exam fees, AP course materials, and other college-related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds: Educational Software: Title I : Amount: \$3,122.62 AP Exam College Board Resource: Title IV Part A; Amount: \$3,180.00</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.2	<p>STEAM and GATE programs Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.</p> <p>Expenditures associated with this action include the following: supplemental science program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	Yes	Fully Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.3	<p>Digital literacy and citizenship programs Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.</p> <p>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program</p>	Yes	Fully Implemented			\$103,713	\$49,782

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>fees, and digital literacy and citizenship program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
3.4	<p>Physical education, activity, and fitness</p> <p>Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on</p>	Yes	Fully Implemented			\$149,403	\$74,570

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds: Title IV, Part A: PE teacher salary benefits: Amount: \$9,078.75</p>						
3.5	<p>Additional programs and activities that support well-rounded education</p> <p>In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math,</p>	Yes	Fully Implemented			\$473,530	\$244,186

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal 4

Goal Description

CONNECTION: All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 2	2021-22: (As of 5/13/22) 3	This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings.	This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings.	2023-24: 4
Number of English Learner Advisory Committee (ELAC) meetings per year	2020-21: (As of 5/16/21) 2	2021-22: (As of 5/13/22) 3	2022-23: (As of 5/12/23) 3	2023-24: (As of 1/22/24) 1	2023-24: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
(Source: Local Indicator Priority 3)					
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 7	2021-22: (As of 5/13/22) 6	2022-23: (As of 5/12/23) 8	2023-24: (As of 1/22/24) 4	2023-24: 8
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 5	2021-22: (As of 5/13/22) 6	2022-23: (As of 5/12/23) 15	2023-24: (As of 1/22/24) 7	2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: 4	2022-23: 4	2023-24: (As of 1/22/24) 2	2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 10.9%	2021-22: (As of 5/13/22) 14.7%	2022-23: (As of 5/12/23) 12.9%	2023-24: (As of 1/22/24) 2.6%	2023-24: 20.0%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 97.32%	2021-22: (P-2 ADA) 87.74%	2022-23: (P-2 ADA) 90.48%	2023-24: (P-1 ADA) 93.09%	2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 6.4%	2021-22: (As of 5/13/22) 38.9%	2021-22: (2022 Dashboard) 34.7% 2022-23: (As of 5/12/23) 35.9%	2022-23: (2023 Dashboard) 33.9% 2023-24: (As of 1/22/24) 17.6%	2022-23: (2023 Dashboard) 5.0%
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%	2021-22: (As of 5/13/22) 0%	2022-23: (As of 5/12/23) 0.00%	2023-24: (As of 1/22/24) 1.0%	2023-24: 0.0%
High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 3.6%	2020-21: 2.2%	2021-22: (CDE DataQuest) 0.00% 2022-23: 0.00%	2022-23: (CDE DataQuest) 2.0% 2023-24: (As of 1/22/24) 6.3%	2022-23: (CDE DataQuest) 0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: (2020 Dashboard) 96.4%	2020-21: (2021 Dashboard) 95.7%	2021-22: (2022 Dashboard) 100.0% 2022-23: (As of 5/12/23) 95.9%	2022-23: (2023 Dashboard) 94.0%	2022-23: (2023 Dashboard) 100.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 5/13/22) 1.2%	2021-22: (2022 Dashboard) 1.9% 2022-23: (As of 5/12/23) 6.5%	2022-23: (2023 Dashboard) 6.8% 2023-24: (As of 1/22/24) 1.2%	2022-23: (2023 Dashboard) 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 5/13/22) 0.23%	2021-22: (CDE DataQuest) 0.23% 2022-23: (As of 5/12/23) 0.00%	2022-23: (CDE DataQuest) 0.00% 2023-24: (As of 1/22/24) 0.00%	2022-23: (CDE DataQuest) 0.00%
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 83.1% Families: 87.1% Staff: 100.0%	2021-22: Students: 84.9% Families: 37.3% Staff: 97.5%	2022-23: Students: 98.1% Families: 78.7% Staff: 100.0%	Survey administration will be done in February 2024 and data will be available in March 2024.	2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 67% Families: 95% Staff: 85%	2021-22: Students: 64% Families: 96% Staff: 80%	2022-23: Students: 61.0% Families: 97.0% Staff: 77.0%	Survey administration will be done in February 2024 and data will be available in March 2024.	2023-24: Students: 70% Families: 95% Staff: 87%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 78%	2021-22: (Spring 2021 to Fall 2021) 81%	2022-23: (Spring 2022 to Fall 2022) 79.0%	2023-24: (Spring 2023 to Fall 2023) 85.30%	2023-24: (Spring 2023 to Fall 2023) 85%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<p>Seeking family input for decision making Charter School will hold 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. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.</p> <p>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.</p>	Yes	Fully Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: N/A						
4.2	<p>Building partnerships with families for student outcomes</p> <p>Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and</p>	Yes	Fully Implemented			\$143,725	\$70,813

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p> <p>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, PACE salary and benefits, and Office manager/Administrative assistant salaries and benefits.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Stipends for home visits: Resource: Title I, Part A; Amount: \$16,146.75 						
4.3	<p>MTSS - PBIS and SEL support Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as</p>	Yes	Fully Implemented			\$490,212	\$237,067

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>ATSI school in the subgroup area of Special education for Suspension rate.</p> <p>Expenditures associated with this action include the following: Dean of Student salary and benefits, discipline coordinator salary and benefits, school uniform fees, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Additional services for homeless students: Resource: Title I; Amount: \$4,129.76 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.4	<p>Annual stakeholder surveys Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	Yes	Fully Implemented			\$1,696	\$933
4.5	Community outreach and partnerships	Yes	Fully Implemented			\$257,443	\$128,751

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability 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

Goal 1

Goal Description

BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0	2022-23: 2	2023-24: 0	2023-24: 0
Percentage of students without access to their own copies of standards-	2020-21: 0%	2021-22: 0%	2022-23: 0%	2023-24: 0%	2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)					
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0	2022-23: 0	2023-24: 0	2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 85.0%	2021-22: (Spring 2021 to Fall 2021) 71%	2022-23: (Fall 2021 to Fall 2022) 90% This metric has been updated to measure from fall to fall.	2023-24: (Fall 2022 to Fall 2023) 33%	2023-24: (Fall 2022 to Fall 2023) 85.0%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 95.0%	2021-22: (As of 5/12/22) 96.2%	2022-23: (As of 5/12/23) 96.4%	2023-24: (As of 12/15/23) 97.0%	2023-24: 95.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Teacher assignments and credentials Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned	No	Fully Implemented			\$10,300	\$5,665

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
1.2	<p>Instructional materials and technology Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and</p>	No	Fully Implemented			\$134,794	\$74,136

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to the standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.</p> <p>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and copier fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.3	<p>Clean and safe facilities that support learning Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with the stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-</p>	No	Fully Implemented			\$281,184	\$153,522

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>classroom areas, including before and after school.</p> <p>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), insurance costs (workers compensation, CharterSAFE, etc.) , yearbook, and transportation expences.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
1.4	<p>Healthy and nutritious meals Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter</p>	Yes	Fully Implemented			\$9,000	\$4,950

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
1.5	<p>Well-orchestrated Home Office support services The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and</p>	No	Fully Implemented			\$277,968	\$152,883

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>external relations. Instructional services are reflected in Goals 2-4.</p> <p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, schoolability, DataWorks, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal 2

Goal Description

EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%
Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	2020-21: (As of 5/7/21) 88%	2021-22: (As of 5/13/22) 113%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 12/15/23) 48%	2023-24: 100%
Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)	2020-21: (First semester) 79%	2021-22: (First semester) 82%	2022-23: (First semester) 86.0%	2023-24: (First semester) 74%	2023-24: 80%
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 151.6	2021-22: (As of 5/13/22) 191.9	This metric will be retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24.	This metric has been retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline is being established in 2023-24.	2023-24: 60.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 27.12% Socioeconomically 	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the	2021-22: <ul style="list-style-type: none"> All Students: 37.50% Socioeconomically 	2022-23: <ul style="list-style-type: none"> All Students: 44.44% English Learners: * 	2022-23: <ul style="list-style-type: none"> All Students: 38.00% Socioeconomically

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>Disadvantaged: 27.08%</p> <ul style="list-style-type: none"> Students with Disabilities: 18.75% African American: 36.36% Hispanic: 23.41% 	<p>Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> All Students: 56.52% English Learners: N/A Students with Disabilities: 37.50% Hispanic: 47.06% White: 100.00% <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> All Students: 45.11% 	<p>Disadvantaged: 33.33%</p> <ul style="list-style-type: none"> Students with Disabilities: 0.00% Hispanic: 38.89% <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> All Students: 43.75% English Learners: 40.00% Students with Disabilities: 66.67% Hispanic: 50.00% White: 0.00% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> All Students: 51.11% 	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 44.44% Students with Disabilities: * Asian: * Hispanic: 43.75% White: * <p>IAB ELA Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> All Students: 42.39% 	<p>Disadvantaged: 33.00%</p> <ul style="list-style-type: none"> Students with Disabilities: 22.00% African American: 40.00% Hispanic: 30.00%
Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments	2018-19: (2019 Dashboard)	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and	2021-22: (2022 Dashboard)	2022-23: (2023 Dashboard)	2022-23: (2023 Dashboard)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
(Source: CA School Dashboard)	<ul style="list-style-type: none"> All Students: 57.2 points below standard English Learners: 114.4 points below standard Socioeconomically Disadvantaged: 57.3 points below standard Students with Disabilities: 98.6 points below standard African American: 38.7 points below standard Hispanic: 63.0 points below standard 	<p>2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 68.5% English Learners: N/A Students with Disabilities: 64.0% Hispanic: 65.6% White: N/A 	<ul style="list-style-type: none"> All Students: 15.4 points below standard English Learners:* Socioeconomically Disadvantaged: 19.3 points below standard Students with Disabilities: * Hispanic: 41.5 points below standard 	<ul style="list-style-type: none"> All Students: 15.4 points below standard English Learners: * Socioeconomically Disadvantaged: 15.4 points below standard Students with Disabilities: * Asian: * Hispanic: 15.8 points below standard White: * 	<ul style="list-style-type: none"> All Students: 50.0 points below standard English Learners: 95.0 points below standard Socioeconomically Disadvantaged: 50.0 points below standard Students with Disabilities: 80.0 points below standard African American: 32.0 points below standard Hispanic: 55.0 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	<p>2020-21:</p> <ul style="list-style-type: none"> All Students: 74.3% Socioeconomically Disadvantaged: 75.0% Students with Disabilities: 68.2% Hispanic: 79.3% 	<p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 68.5% English Learners: * Socioeconomically Disadvantaged: 64.6% Students with Disabilities: 64.0% Hispanic: 65.6% 	<p>Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 79.1% English Learners: 75.0% Socioeconomically Disadvantaged: 78.8% Students with Disabilities: 76.5% Hispanic: 79.7% 	<p>Fall 2022 to Fall 2023 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 51.7% English Learners: 33.3% Students with Disabilities: 66.7% Hispanic: 50.9% White: * 	<p>2023-24:</p> <ul style="list-style-type: none"> All Students: 75.0% Socioeconomically Disadvantaged: 75.0% Students with Disabilities: 75.0% Hispanic: 75.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
<p>Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</p>	<p>2018-19:</p> <ul style="list-style-type: none"> All Students: 8.47% Socioeconomically Disadvantaged: 10.41% Students with Disabilities: 12.50% African American: 9.09% Hispanic: 8.51% 	<p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> All Students: 39.13% English Learners: N/A Students with Disabilities: 0.00% Hispanic: 35.29% White: 100.00% <p>IAB Math Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> All Students: 38.53% 	<p>2021-22:</p> <ul style="list-style-type: none"> All Students: 25.00% Socioeconomically Disadvantaged: 19.05% Students with Disabilities: 0.00% Hispanic: 16.67% <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics assessments.</p> <p>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> All Students: 18.75% English Learners: 0.00% Students with Disabilities: 0.00% Hispanic: 14.29% White: 100% <p>IAB MATH Level 3 and 4 Projection (5/12/23):</p>	<p>2022-23:</p> <ul style="list-style-type: none"> All Students: 11.11% English Learners: * Socioeconomically Disadvantaged: 11.11% Students with Disabilities: * Asian: * Hispanic: 31.5% White: * <p>IAB Math Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> All Students: 35.64% 	<p>2022-23:</p> <ul style="list-style-type: none"> All Students: 15.00% Socioeconomically Disadvantaged: 17.00% Students with Disabilities: 17.00% African American: 15.00% Hispanic: 15.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			<ul style="list-style-type: none"> All Students: 54.69% 		
Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> All Students: 133.7 points below standard English Learners: 170.1 points below standard Socioeconomically Disadvantaged: 128.2 points below standard Students with Disabilities: 184.8 points below standard African American: 139.7 points below standard Hispanic: 133.6 points below standard 	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 75.7% English Learners: N/A Students with Disabilities: 84.0% Hispanic: 75.8% White: N/A 	2021-22: (2022 Dashboard) <ul style="list-style-type: none"> All Students: 81.4 points below standard English Learners: * Socioeconomically Disadvantaged: 98.0 points below standard Students with Disabilities: * African American: * Hispanic: 121.5 points below standard 	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 136.1 points below standard English Learners: * Socioeconomically Disadvantaged: 136.1 points below standard Students with Disabilities: * Asian: * Hispanic: 138.4 points below standard White: * 	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 110.0 points below standard English Learners: 145.0 points below standard Socioeconomically Disadvantaged: 110.0 points below standard Students with Disabilities: 150.0 points below standard African American: 110.0 points below standard Hispanic: 110.0 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> All Students: 73.5% English Learners: 70.0% Socioeconomically Disadvantaged: 74.2% 	Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 75.7% English Learners: N/A Socioeconomically Disadvantaged: 84.0% 	Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 77.6% English Learners: 87.5% 	Fall 2022 to Fall 2023 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 59.7% English Learners: 66.7% 	2023-24: <ul style="list-style-type: none"> All Students: 75.0% English Learners: 75.0% Socioeconomically Disadvantaged: 75.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<ul style="list-style-type: none"> Students with Disabilities: 76.2% Hispanic: 71.4% 	<ul style="list-style-type: none"> Disadvantaged: 74.2% Students with Disabilities: 84.0% Hispanic: 75.8% 	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 77.3% Students with Disabilities: 76.5% Hispanic: 79.7% 	<ul style="list-style-type: none"> Students with Disabilities: 53.3% Hispanic: 60.7% White: * 	<ul style="list-style-type: none"> Students with Disabilities: 75.0% Hispanic: 75.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: (2019 Dashboard) 28.6%	2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. 2022 ELPAC Percentage of Students at Each Performance Level: <ul style="list-style-type: none"> Level 4: 17.65% Level 3: 47.05% Level 3: 29.41% Level 1: 5.88% 	2021-22: (2022 Dashboard) 56.3%	2022-23: (2023 Dashboard) 61.1%	2022-23: (2023 Dashboard) 35.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 0.00%	2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 17.65%	2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 17.65%	2023-24 RFEP data is not available. The following is the 2023 summative ELPAC percentage for the Level 4 performance level. 2023 ELPAC Percentage of Students Level 4: 20.83%	2023-24: 17.0%
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 5.00% Socioeconomically Disadvantaged: 3.50% Students with Disabilities: 0.00% 	CAST assessments were waived during the 2019-20 and 2020-21 school years.	2021-22: <ul style="list-style-type: none"> All Students: 14.00% Socioeconomically Disadvantaged: 11.63% Students with Disabilities: 0.00% 	2022-23: <ul style="list-style-type: none"> All Students: 11.11% English Learners: * Socioeconomically Disadvantaged: 11.11% 	2022-23: <ul style="list-style-type: none"> All Students: 15.00% Socioeconomically Disadvantaged: 15.00% Students with Disabilities: 10.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<ul style="list-style-type: none"> African American: 5.88% Hispanic: 3.39% 		<ul style="list-style-type: none"> Hispanic: 12.2% 	<ul style="list-style-type: none"> Students with Disabilities: * Hispanic: 12.5% 	<ul style="list-style-type: none"> African American: 15.00% Hispanic: 15.00%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p>Broad course of study and standards-based curriculum</p> <p>Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal</p>	No	Fully Implemented			\$739,123	\$355,479

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Teacher stipends for after-school and Saturday School: Resource: Title I, Part A; Amount: \$38,694.16 						
2.2	<p>Professional development for high-quality instruction</p> <p>Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for</p>	Yes	Fully Implemented			\$24,131	\$13,272

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, travel expenses, WASC visit Lodging, and TeachBoost software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Tuition reimbursement for professional development: Resource: Title II, Part A; Amount: \$5,131 						
2.3	<p>MTSS - Academic enrichment, intervention, and student support Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and</p>	Yes	Fully Implemented			\$261,839	\$127,309

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>Expenditures associated with this action include the following: Assistant Principal salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, IXL, and myON.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Teacher stipends for Study Hour: Resource: Title I, Part A; Amount: \$8,000 • Admin stipends for Saturday school: Resource: Title I, Part A; Amount: \$4,105 • NWEA MAP testing fees: Resource: Title I, Part A; Amount: \$3,234,50 • Evidence-based supplemental intervention/enrichment program fees (for the programs listed in the expenditures description above): Resource: Title I, Part A; Amount: \$14,000 						
2.4	<p>Designated and integrated ELD programs</p> <p>Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional</p>	Yes	Fully Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Expenditures associated with this action include the following: EL coordinator stipend</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
2.5	<p>Support for students with disabilities Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work</p>	No	Fully Implemented			\$249,945	\$122,752

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salaries and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal 3

Goal Description

INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the	2019-20: (2020 Dashboard) 20.0%	2021 Dashboard CCI data is not available.	2022 Dashboard CCI data is not available.	2022-23: (2023 Dashboard) 72.0%	2022-23: (2023 Dashboard) 60.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
CCI (Source: CA School Dashboard)		2021-22: (Projected as of 5/13/22) 57.7%	2022-23: (Projected as of 5/12/23) 57.7%		
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: 33.33%	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: <ul style="list-style-type: none"> Grade 11 Students: 56.52% IAB ELA Level 3 and 4 Projection (5/13/22): <ul style="list-style-type: none"> Grade 11 Students: 68.29% 	2021-22: 37.50% We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments. Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC: <ul style="list-style-type: none"> Grade 11 Students: 43.75% IAB ELA Level 3 and 4 Projection (5/12/23): <ul style="list-style-type: none"> Grade 11 Students: 65.15% 	2022-23: 44.44% IAB ELA Level 3 and 4 Projection (1/22/24): <ul style="list-style-type: none"> Grade 11 Students: 46.23% 	2022-23: 40.00%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: 9.52%	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced	2021-22: 25.00% We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage	2022-23: 11.11% IAB Math Level 3 and 4 Projection (1/22/24): <ul style="list-style-type: none"> Grade 11 Students: 38.89% 	2022-23: 30.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<p>Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> Grade 11 Students: 39.13% <p>IAB Math Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> Grade 11 Students: 45.71% 	<p>of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics assessments.</p> <p>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> Grade 11 Students: 18.75% <p>IAB Math Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> Grade 11 Students: 52.54% 		
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: 40.0%	2020-21: 23.5%	2021-22: 17.6%	2022-23: 58.3%	2022-23: 50.0%
Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2019-20: 30.0%	2020-21: 39.1%	2021-22: 30.8%	2022-23: 16.0%	2022-23: 40.0%
Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	2020-21: (As of 5/16/21) 39.1%	2021-22: (As of 5/13/22) 50.0%	<p>2021-22: (2022 Dashboard) 25.9%</p> <p>2022-23: (As of 5/12/23) 66.7%</p>	2022-23: (As of 1/22/24) 60.0%	2022-23: (2023 Dashboard) 50.0%
Percentage of cohort graduates meeting UC/CSU requirements	2019-20: 95.5%	<p>2020-21: 100.0%</p> <p>2021-22: (As of 5/13/22)</p>	2021-22: (CDE DataQuest) 96.2%	2022-23 (CDE DataQuest): 100%	2022-23 (CDE DataQuest): 95.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
(Source: CALPADS, CDE DataQuest)		100.0%	2022-23: (As of 5/12/23) 100.0%		
Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 31.8%	2021-22: (As of 5/13/22) 30.8%	2021-22: (CDE DataQuest) 26.9% 2022-23: (As of 5/12/23) 12.5%	2022-23 (CDE DataQuest): 0.00%	2022-23 (CDE DataQuest): 30.0%
Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 18.2%	2021-22: (As of 5/13/22) 26.9%	2021-22: (CDE DataQuest) 23.1% 2022-23: (As of 5/12/23) 50.0%	2022-23 (CDE DataQuest): 47.8%	2022-23 (CDE DataQuest): 30.0%
Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2020-21: (As of 5/16/21) 50.0%	2021-22: (As of 5/13/22) 46.2%	2022-23: (As of 5/12/23) 50.0%	2023-24: (As of 1/22/24) 50.0%	2023-24: 50.0%
Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	2020-21: (As of 5/16/21) 100.0%	2021-22: (As of 5/13/22) 92.0%	2022-23: (As of 5/12/23) 96.0%	Data will be available in May 2024.	2023-24: 100.0%
Percentage of high school completers accepted to a 4-year college (Source: Naviance)	2020-21: (As of 5/16/21) 68.0%	2021-22: (As of 5/13/22) 81.0%	2022-23: (As of 5/12/23) 71.0%	Data will be available in May 2024.	2023-24: 70.0%
College-Going Rate (Source: CDE DataQuest)	Class of 2018: 60.0%	Class of 2019 data is not available.	Class of 2019: 77.5% Class of 2020: 47.1%	Class of 2021: 52.2%	Class of 2021: 65.0%
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 11%	2021-22: (As of 5/13/22) 12%	2022-23: (As of 5/12/23) 26%	2023-24: (As of 1/22/24) 15%	2023-24: 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	College/Career readiness programs and activities Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs	Yes	Fully Implemented			\$143,765	\$69,707

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.</p> <p>Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> College Counselor salary and benefits (partial): Resource: Title IV, Part A; Amount: \$15,415,55 						
3.2	<p>STEAM and GATE programs Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused</p>	Yes	Fully Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.</p> <p>Expenditures associated with this action include the following: supplemental science program fees.</p> <p>The following expenditures will be funded by federal Title funds:N/A</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.3	<p>Digital literacy and citizenship programs Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.</p> <p>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.</p> <p>The following expenditures will be funded by federal Title funds:N/A</p>	Yes	Fully Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.4	<p>Physical education, activity, and fitness</p> <p>Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p>	Yes	Fully Implemented			\$89,907	\$43,841

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds:N/A</p>						
3.5	<p>Additional programs and activities that support well-rounded education</p> <p>In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others.</p>	Yes	Fully Implemented			\$163,549	\$82,599

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Expenditures associated with this action include the following: supplemental materials, field trip expenses, and afterschool/club expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal 4

Goal Description

CONNECTION: All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 4/16/21) 4	2021-22: (As of 5/13/22) 5	This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings.	This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings.	2023-24: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 4/16/21) 1	2021-22: (As of 5/13/22) 4	2022-23: (As of 5/12/23) 4	2023-24: (As of 1/22/24) 2	2023-24: 4
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 4/16/21) 9	2021-22: (As of 5/13/22) 9	2022-23: (As of 5/12/23) 6	2023-24: (As of 1/22/24) 4	2023-24: 8

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 4/16/21) 25	2021-22: (As of 5/13/22) 20	2022-23: (As of 5/12/23) 15	2023-24: (As of 1/22/24) 17	2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: 4	2022-23: 4	2023-24: (As of 1/22/24) 2	2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 45.0%	2021-22: (As of 5/13/22) 32.1%	2022-23: (As of 5/12/23) 59.8%	2023-24: (As of 1/22/24) 33.1%	2023-24: 25.0%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 95.62%	2021-22: (P-2 ADA) 78.81%	2022-23: (P-2 ADA) 89.24%	2023-24: (P-1 ADA) 91.36%	2023-24: 96.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 13.7%	2021-22: (As of 5/13/22) 50.9%	2021-22: (2022 Dashboard) N/A 2022-23: (As of 5/12/23) 42.9%	2022-23: (2023 Dashboard) N/A% 2023-24: (As of 1/22/24) 29.9%	2023-24: 9.0%
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) N/A	2021-22: (As of 5/13/22) N/A	2022-23: (As of 5/12/23) N/A	N/A	2023-24: N/A
High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 10.0%	2020-21: 0.0%	2021-22: (CDE DataQuest) 0.0% 2022-23: 0.0%	2022-23: (CDE DataQuest) 4.2% 2023-24: (As of 1/22/24) 0.00%	2022-23: (CDE DataQuest) 0.0%
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: (2020 Dashboard) 85.0%	2020-21: (2021 Dashboard) 100.0%	2021-22: (2022 Dashboard) 96.3% 2022-23: (As of 5/12/23) 100.0%	2022-23: (2023 Dashboard) 96.0%	2022-23: (2023 Dashboard) 100.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 5/13/22) 2.5%	2021-22: (2022 Dashboard) 2.5% 2022-23: (As of 5/12/23) 5.7%	2022-23: (2023 Dashboard) 4.9% 2023-24: (As of 1/22/24) 0.7%	2022-23: (2023 Dashboard) 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 5/13/22) 0.00%	2021-22: (CDE DataQuest) 0.0% 2022-23: (As of 5/12/23) 0.0%	2022-23: (CDE DataQuest) 0.00% 2023-24: (As of 1/22/24) 0.00%	2022-23: (CDE DataQuest) 0.00%
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 100.0% Families: 83.3% Staff: 100.0%	2021-22: Students: 100.0% Families: 95.8% Staff: 100.0%	2022-23: Students: 100.0% Families: 100.0% Staff: 100.0%	Survey administration will be done in February 2024 and data will be available in March 2024.	2023-24: Students: 95.0% Families: 80.0% Staff: 100.0%
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 79% Families: 98% Staff: 92%	2021-22: Students: 74.0% Families: 98.0% Staff: 89.0%	2022-23: Students: 64% Families: 96% Staff: 85%	Survey administration will be done in February 2024 and data will be available in March 2024.	2023-24: Students: 80% Families: 95% Staff: 90%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 83%	2021-22: (Spring 2021 to Fall 2021) 97.0%	2022-23: (Spring 2022 to Fall 2022) 92%	2023-24: (Spring 2023 to Fall 2023) 89.16%	2023-24: (Spring 2023 to Fall 2023) 85.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	Seeking family input for decision making Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site	Yes	Fully Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.</p> <p>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.</p> <p>The following expenditures will be funded by federal Title funds:N/A</p>						
4.2	Building partnerships with families for student outcomes	Yes	Fully Implemented			\$123,129	\$59,634

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>language translators at parent meetings to the extent practicable.</p> <p>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • ParentSquare software fees: Resource: Title I, Part A: Amount: \$600 • Home Visit Compensation: Resource: Title I, Part A: Amount: \$4,236.75 						
4.3	<p>MTSS - PBIS and SEL support</p> <p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be</p>	Yes	Fully Implemented			\$363,097	\$174,863

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership,</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Assistant Principal salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Additional services for homeless students: Resource: Title I, Part A; Amount: \$1,145 						
4.4	<p>Annual stakeholder surveys Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic</p>	Yes	Fully Implemented			\$500	\$275

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p> <p>The following expenditures will be funded by federal Title funds:N/A</p>						
4.5	<p>Community outreach and partnerships Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will</p>	Yes	Fully Implemented			\$118,112	\$58,024

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: community school coordinator's salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal 5**Goal Description**

--

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability 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

Goal 1

Goal Description

BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0	2022-23: 0	2023-24: 0	2023-24: 0
Percentage of students without access to their own copies of standards-	2020-21: 0%	2021-22: 0%	2022-23: 0%	2023-24: 0%	2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)					
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0	2022-23: 0	2023-24: 0	2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 93.0%	2021-22: (Spring 2021 to Fall 2021) 93%	2022-23: (Fall 2021 to Fall 2022) 75% This metric has been updated to measure from fall to fall.	2023-24: (Fall 2022 to Fall 2023) 60%	2023-24: (Fall 2022 to Fall 2023) 90.0%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 99.0%	2021-22: (As of 5/12/22) 94.8%	2022-23: (As of 5/12/23) 95.8%	2023-24: (As of 12/15/23) 95.3%	2023-24: 97.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Teacher assignments and credentials Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned	No	Fully Implemented			\$17,755	\$9,765

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
1.2	<p>Instructional materials and technology Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and</p>	No	Fully Implemented			\$310,158	\$168,531

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.</p> <p>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Title II, Purchased ADOBE software under 5940 Technology (\$963.54) 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.3	<p>Clean and safe facilities that support learning Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with educational partners and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish</p>	No	Fully Implemented			\$357,166	\$194,649

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>schedules and procedures for the supervision of students in non-classroom areas, including before and after school.</p> <p>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
1.4	<p>Healthy and nutritious meals Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and</p>	Yes	Fully Implemented			\$24,360	\$13,398

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
1.5	<p>Well-orchestrated Home Office support services The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and</p>	No	Fully Implemented			\$347,839	\$191,312

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>external relations. Instructional services are reflected in Goals 2-4.</p> <p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal 2

Goal Description

EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	2020-21: 95%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 95%	2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%
Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	2020-21: (As of 5/7/21) 98%	2021-22: (As of 5/13/22) 94.8%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 12/15/23) 52%	2023-24: 100%
Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)	2020-21: (First semester) 73%	2021-22: (First semester) 90%	2022-23: (First semester) 70%	2023-24: (First semester) 62%	2023-24: 80%
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 73.9	2021-22: (As of 5/13/22) 91.7	This metric will be retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24.	This metric has been retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline is being established in 2023-24.	2023-24: 75.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 46.96% English Learners: 6.12% 	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the	2021-22: <ul style="list-style-type: none"> All Students: 45.34% English Learners: 8.89% 	2022-23: <ul style="list-style-type: none"> All Students: 45.04% English Learners: 12.0% 	2022-23: <ul style="list-style-type: none"> All Students: 50.00% English Learners: 12.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 47.83% Students with Disabilities: 17.39% Homeless: 41.67% Hispanic: 47.44% 	<p>Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> All Students: 47.02% English Learners: 9.09% Students with Disabilities: 37.50% Hispanic: 45.11% White: 50.00% <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> All Students: 45.98% 	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 43.36% Students with Disabilities: 29.17% Hispanic: 43.36% <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> All Students: 44.00% English Learners: 21.88% Students with Disabilities: 41.18% Hispanic: 41.90% White: 33.33% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> All Students: 47.31% 	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 42.86% Students with Disabilities: 23.53% Asian: * Hispanic: 43.36% White: * <p>IAB ELA Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> All Students: 35.88% 	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 50.00% Students with Disabilities: 2.200% Homeless: 46.00% Hispanic: 50.00%
Distance from Standard (DFS) on the CAASPP-	2018-19: (2019 Dashboard)	CAASPP-ELA/Literacy assessments were waived	2021-22: (2022 Dashboard)	2022-23: (2023 Dashboard)	2022-23: (2023 Dashboard)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
ELA/Literacy assessments (Source: CA School Dashboard)	<ul style="list-style-type: none"> All Students: 11.5 points below standard English Learners: 43.3 points below standard Socioeconomically Disadvantaged: 13.1 points below standard Students with Disabilities: 72.7 points below standard Homeless: 23.7 points below standard Hispanic: 13.1 points below standard 	<p>during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 85.0% English Learners: 88.4% Students with Disabilities: 86.7% Hispanic: 86.9% White: N/A 	<ul style="list-style-type: none"> All Students: 2.8 points below standard English Learners: 50.4 points below standard Socioeconomically Disadvantaged: 9.2 points below standard Students with Disabilities: 33.5 points below standard Homeless: * Hispanic: 8.2 points below standard 	<ul style="list-style-type: none"> All Students: 0.5 points above standard English Learners: 54.2 points below standard Socioeconomically Disadvantaged: 3.4 points below standard Students with Disabilities: 35.9 points below standard Asian: * Hispanic: 2.7 points below standard White: * 	<ul style="list-style-type: none"> All Students: 5.0 points below standard English Learners: 37.0 points below standard Socioeconomically Disadvantaged: 7.0 points below standard Students with Disabilities: 66.0 points below standard Homeless: 17.0 points below standard Hispanic: 7.0 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> All Students: 60.4% English Learners: 59.0% Socioeconomically Disadvantaged: 59.4% Students with Disabilities: 56.3% Hispanic: 62.7% White: 45.5% 	Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 85.0% English Learners: 88.4% Socioeconomically Disadvantaged: 83.0% Students with Disabilities: 86.7% Hispanic: 86.9% 	Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 54.4% English Learners: 63.6% Socioeconomically Disadvantaged: 52.5% Students with Disabilities: 61.5% Hispanic: 53.1% 	Fall 2022 to Fall 2023 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 36.9% English Learners: 38.5% Students with Disabilities: 40.0% Hispanic: 35.5% White: * 	2023-24: <ul style="list-style-type: none"> All Students: 65.0% English Learners: 65.0% Socioeconomically Disadvantaged: 65.0% Students with Disabilities: 65.0% Hispanic: 65.0% White: 65.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<ul style="list-style-type: none"> White: N/A 	<ul style="list-style-type: none"> White: 60.00% 		
<p>Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</p>	<p>2018-19:</p> <ul style="list-style-type: none"> All Students: 38.67% English Learners: 10.02% Socioeconomically Disadvantaged: 38.51% Students with Disabilities: 30.44% Homeless: 41.67% Hispanic: 37.82% 	<p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> All Students: 14.47% English Learners: 1.92% Students with Disabilities: 4.17% Hispanic: 13.48% White: 12.50% <p>IAB Math Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> All Students: 45.98% 	<p>2021-22:</p> <ul style="list-style-type: none"> All Students: 22.36% English Learners: 13.33% Socioeconomically Disadvantaged: 18.18% Students with Disabilities: 12.50% Hispanic: 20.28% <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics assessments.</p> <p>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> All Students: 25.36% English Learners: 16.28% Students with Disabilities: 11.76% Hispanic: 22.88% 	<p>2022-23:</p> <ul style="list-style-type: none"> All Students: 34.29% English Learners: 26.47% Socioeconomically Disadvantaged: 35.20% Students with Disabilities: 23.53% Asian: * Hispanic: 34.17% White: * <p>IAB Math Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> All Students: 62.20% 	<p>2022-23:</p> <ul style="list-style-type: none"> All Students: 41.00% English Learners: 15.00% Socioeconomically Disadvantaged: 41.00% Students with Disabilities: 33.00% Homeless: 43.00% Hispanic: 41.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			<ul style="list-style-type: none"> White: 22.22% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> All Students: 42.39% 		
Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	<p>2018-19: (2019 Dashboard)</p> <ul style="list-style-type: none"> All Students: 17.9 points below standard English Learners: 43.5 points below standard Socioeconomically Disadvantaged: 18.6 points below standard Students with Disabilities: 58.0 points below standard Homeless: 26.2 points below standard Hispanic: 21.6 points below standard 	<p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 81.5% English Learners: 86.2% Students with Disabilities: 87.1% Hispanic: 79.8% White: N/A 	<p>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> All Students: 67.0 points below standard English Learners: 100.6 points below standard Socioeconomically Disadvantaged: 75.1 points below standard Students with Disabilities: 92.1 points below standard Homeless: * Hispanic: 74.0 points below standard 	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> All Students: 49.4 points below standard English Learners: 52.1 points below standard Socioeconomically Disadvantaged: 49.4 points below standard Students with Disabilities: 69.8 points below standard Asian: * Hispanic: 53.3 points below standard White: * 	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> All Students: 11.0 points below standard English Learners: 37.0 points below standard Socioeconomically Disadvantaged: 12.0 points below standard Students with Disabilities: 50.0 points below standard Homeless: 20.0 points below standard Hispanic: 15.0 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics	<p>2020-21:</p> <ul style="list-style-type: none"> All Students: 59.3% 	<p>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:</p>	<p>Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:</p>	<p>Fall 2022 to Fall 2023 MAP Mathematics - Percent Met Growth Projection:</p>	<p>2023-24:</p> <ul style="list-style-type: none"> All Students: 70.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
assessment from fall to spring (Source: NWEA MAP)	<ul style="list-style-type: none"> English Learners: 59.1% Socioeconomically Disadvantaged: 59.0% Students with Disabilities: 65.6% Hispanic: 59.2% White: 72.7% 	<ul style="list-style-type: none"> All Students: 81.5% English Learners: 86.2% Socioeconomically Disadvantaged: 79.9% Students with Disabilities: 87.1% Hispanic: 79.8% White: N/A 	<ul style="list-style-type: none"> All Students: 68.5% English Learners: 70.0% Socioeconomically Disadvantaged: 67.3% Students with Disabilities: 79.2% Hispanic: 68.9% White: 60.0% 	<ul style="list-style-type: none"> All Students: 42.5% English Learners: 29.7% Students with Disabilities: 50.0% Hispanic: 45.5% White: * 	<ul style="list-style-type: none"> English Learners: 70.0% Socioeconomically Disadvantaged: 70.0% Students with Disabilities: 70.0 Hispanic: 70.0% White: 75.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: (2019 Dashboard) 56.3%	2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. 2022 ELPAC Percentage of Students at Each Performance Level: <ul style="list-style-type: none"> Level 4: 22.37% Level 3: 39.47% Level 3: 9.21% Level 1: 21.05% 	2021-22: (2022 Dashboard) 67.7%	2022-23: (2023 Dashboard) 63.2%	2022-23: (2023 Dashboard) 57.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 4.1%	2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 22.37%	2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 22.08%	2023-24 RFEP data is not available. The following is the 2023 summative ELPAC percentage for the Level 4 performance level. 2023 ELPAC Percentage of Students Level 4: 28.75%	2023-24: 13.0%
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 11.54% 	CAST assessments were waived during the 2019-20 and 2020-21 school years.	2021-22: <ul style="list-style-type: none"> All Students: 14.41% 	2022-23: <ul style="list-style-type: none"> All Students: 13.73% English Learners: * 	2022-23: <ul style="list-style-type: none"> All Students: 16.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<ul style="list-style-type: none"> English Learners: 0.00% Students with Disabilities: 11.63% Hispanic: 9.30% 		<ul style="list-style-type: none"> English Learners: 0.00% Socioeconomically Disadvantaged: 11.76% Students with Disabilities: 0.00% Hispanic: 13.13% 	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 11.63% Students with Disabilities: * Hispanic: 13.33% 	<ul style="list-style-type: none"> English Learners: 10.00% Socioeconomically Disadvantaged: 16.00% Hispanic: 16.00%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p>Broad course of study and standards-based curriculum</p> <p>Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school</p>	No	Fully Implemented			\$931,603	\$449,606

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>will be appropriately staffed to implement the school master schedule.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds: 3010 Title I 3500 Unemployment Insurance \$461.37 3010 Title I 3400 Health & Welfare Benefits \$12,924.76 3010 Title I 3300 OASDI/Medicare \$1,337.97 3010 Title I 3100 STRS \$17,624.33 3010 Title I 1100 Teacher Salaries \$92,004.00</p>						
2.2	<p>Professional development for high-quality instruction Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally</p>	Yes	Fully Implemented			\$47,697	\$26,233

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs.</p> <p>Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.</p> <p>The following expenditures will be funded by federal Title funds: 4035 Title II 5864 Prof Dev-Other \$15,900.00 4127 Title IV, Part A ESEA (ESSA) 5863 Prof Developmnt \$4,770.00</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.3	<p>MTSS - Academic enrichment, intervention, and student support Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p>	Yes	Fully Implemented			\$459,153	\$223,932

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Accelerated Reader, Lexercise, ST Math, Standards Plus, Quizizz, Padlet, Grade Slam, Sumdog, BrainPOP, NextGenMath, Membean, Spelling City, Turnitin, Seesaw, Listenwise, Grammarly, Cambium Learning, ABC Mouse, Learning A-Z, Flocabulary, Alexandria Library, Nearpod, Newsela, and myON.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <p>4127 Title IV, Part A ESEA (ESSA) 4340 Education Software \$8,860.54 3010 Title I 4340 Education Software \$8,909.00 3010 Title I 3500 Unemployment Insurance \$75.00 3010 Title I 3300 OASDI/Medicare \$217.50 3010 Title I 3100 STRS \$2,865.00 3010 Title I 1300 Cert. Administrators \$5,000.00 3010 Title I 1100 Teacher Salaries \$10,000.00</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.4	<p>Designated and integrated ELD programs Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will</p>	Yes	Fully Implemented			\$85,297	\$40,943

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
2.5	<p>Support for students with disabilities Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and</p>	No	Fully Implemented			\$567,891	\$283,284

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.</p> <p>The following expenditures will be funded by federal Title funds 3310 IDEA SPED 5869 SpEd Ctrct Inst \$61,453.44 4127 Title IV, Part A ESEA (ESSA) 5800 Professional Services \$8,480.00</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 3

Goal Description

INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2018-19: N/A	2021 Dashboard CCI data is not available. 2021-22: (Projected as of 5/13/22) 48.1%	2022 Dashboard CCI data is not available. 2022-23: (Projected as of 5/12/23) 72.2%	2022-23: (2023 Dashboard) 60.5%	2022-23: (2023 Dashboard) 70.00%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: 63.63%	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.	2021-22: 61.11% We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments. Spring 2023 MAP Reading	2022-23: 73.08% IAB ELA Level 3 and 4 Projection (1/22/24): <ul style="list-style-type: none"> Grade 11 Students: 34.38% 	2022-23: 68.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> Grade 11 Students: 55.88% <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> Grade 11 Students: 32.54% 	<p>- Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> Grade 11 Students: 77.27% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> Grade 11 Students: 60.19% 		
<p>Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</p>	<p>2018-19: 54.54%</p>	<p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> Grade 11 Students: 13.89% <p>IAB Math Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> Grade 11 Students: 66.25% 	<p>2021-22: 19.44%</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics assessments.</p> <p>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> Grade 11 Students: 25.93% <p>IAB Math Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> Grade 11 Students: 65.00% 	<p>2022-23: 62.96%</p> <p>IAB Math Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> Grade 11 Students: 53.33% 	<p>2022-23: 60.00%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: 67.9%	2020-21: 55.0%	2021-22: 16.2%	2022-23: 35.6%	2022-23: 70.0%
Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2019-20: 100.0%	2020-21: 55.0%	2021-22: 44.4%	2022-23: 11.1%	2022-23: 60.0%
Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	2020-21: (As of 5/16/21) 8.7%	2021-22: (As of 5/13/22) 11.1%	2021-22: (2022 Dashboard) 10.7% 2022-23: (As of 5/12/23) 55.6%	2022-23: (As of 1/22/24) 68.0%	2022-23: (2023 Dashboard) 30.0%
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 100.0%	2020-21: 81.85% 2021-22: (As of 5/13/22) 88.9%	2021-22: (CDE DataQuest) 88.9% 2022-23: (As of 5/12/23) 94.4%	2022-23 (CDE DataQuest): 94.3%	2022-23 (CDE DataQuest): 95.0%
Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 34.8%	2021-22: (As of 5/13/22) 33.3%	2021-22: (CDE DataQuest) 33.3% 2022-23: (As of 5/12/23) 33.3%	2022-23 (CDE DataQuest): 28.6%	2022-23 (CDE DataQuest): 30.0%
Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 39.1%	2021-22: (As of 5/13/22) 22.2%	2021-22: (CDE DataQuest) 22.2% 2022-23: (As of 5/12/23) 47.2%	2022-23 (CDE DataQuest): 48.6%	2022-23 (CDE DataQuest): 30.0%
Percentage of cohort graduates earning an	2020-21: (As of 5/16/21) 34.8%	2021-22: (As of 5/13/22) 48.1%	2022-23: (As of 5/12/23) 50.0%	2023-24: (As of 1/22/24) 50.0%	2023-24: 50.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Advanced or Honors MPS Diploma (Source: SIS)					
Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	2020-21: (As of 5/16/21) 78.0%	2021-22: (As of 5/13/22) 93%	2022-23: (As of 5/12/23) 100.0%	Data will be available in May 2024.	2023-24: 95.0%
Percentage of high school completers accepted to a 4-year college (Source: Naviance)	2020-21: (As of 5/16/21) 39.0%	2021-22: (As of 5/13/22) 81%	2022-23: (As of 5/12/23) 94%	Data will be available in May 2024.	2023-24: 50.0%
College-Going Rate (Source: CDE DataQuest)	N/A	Class of 2019 data is not available.	Class of 2019: N/A% Class of 2020: *	Class of 2021: 34.8%	Class of 2021: 50.0%
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 2%	2021-22: (As of 5/13/22) 1%	2022-23: (As of 5/12/23) 6%	2023-24: (As of 1/22/24) 11%	2023-24: 10%
Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 86%	2021-22: (As of 5/13/22) 99%	2022-23: (As of 5/12/23) 99%	2023-24: (As of 1/22/24) 96%	2023-24: 100%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>College/Career readiness programs and activities Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.</p> <p>Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP</p>	Yes	Fully Implemented			\$93,810	\$45,029

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>course materials, and other college-related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
3.2	<p>STEAM and GATE programs Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical</p>	Yes	Fully Implemented			\$1	\$1

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>reasoning. Learners will be challenged to investigate, use problem-based learning, and research.</p> <p>Expenditures associated with this action include the following: supplemental science program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
3.3	<p>Digital literacy and citizenship programs Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy,</p>	Yes	Fully Implemented			\$120,864	\$58,282

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.</p> <p>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
3.4	<p>Physical education, activity, and fitness</p> <p>Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will</p>	Yes	Fully Implemented			\$135,507	\$67,418

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Titles: 4127 Title IV, Part A ESEA (ESSA) 4335 PE Supplies \$18,020.00</p>						
3.5	<p>Additional programs and activities that support well-rounded education</p> <p>In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression</p>	Yes	Fully Implemented			\$223,126	\$114,145

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.</p> <p>The following expenditures will be funded by federal Title funds: 4127 Title IV, Part A ESEA (ESSA) 4326 Arts & Music Supplies \$4,240.00</p>						

Goal 4

Goal Description

CONNECTION: All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3	2021-22: (As of 5/13/22) 5	This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings.	This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings.	2023-24: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3	2021-22: (As of 5/13/22) 5	2022-23: (As of 5/12/23) 3	2023-24: (As of 1/22/24) 1	2023-24: 4
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3	2021-22: (As of 5/13/22) 8	2022-23: (As of 5/12/23) 7	2023-24: (As of 1/22/24) 4	2023-24: 8
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 5	2021-22: (As of 5/13/22) 11	2022-23: (As of 5/12/23) 19	2023-24: (As of 1/22/24) 14	2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: 4	2022-23: 4	2023-24: (As of 1/22/24) 2	2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 11.4%	2021-22: (As of 5/13/22) 34.2%	2022-23: (As of 5/12/23) 43.3%	2023-24: (As of 1/22/24) 23.9%	2023-24: 20.0%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 96.83%	2021-22: (P-2 ADA) 89.26%	2022-23: (P-2 ADA) 90.44%	2023-24: (P-1 ADA) 91.99%	2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 7.5%	2021-22: (As of 5/13/22) 35.0%	2021-22: (2022 Dashboard) 30.3% 2022-23: (As of 5/12/23) 33.5%	2022-23: (2023 Dashboard) 30.8% 2023-24: (As of 1/22/24) 30.8%	2022-23: (2023 Dashboard) 9.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%	2021-22: (As of 5/13/22) 0%	2022-23: (As of 5/12/23) 0.00%	2023-24: (As of 1/22/24) 5.0%	2023-24: 0.0%
High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 0.0%	2020-21: 0.0%	2021-22: (CDE DataQuest) 0.00% 2022-23: 2.8%	2022-23: (CDE DataQuest) 7.9% 2023-24: (As of 1/22/24) 4.0%	2022-23: (CDE DataQuest): 0.0%
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: (2020 Dashboard) 100.0%	2020-21: (2021 Dashboard) 100%	2021-22: (2022 Dashboard) 96.4% 2022-23: (As of 5/12/23) 100.0%	2022-23: (2023 Dashboard) 92.3%	2022-23: (2023 Dashboard) 100.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 5/13/22) 0.4%	2021-22: (2022 Dashboard) 0.4% 2022-23: (As of 5/12/23) 2.4%	2022-23: (2023 Dashboard) 2.3% 2023-24: (As of 1/22/24) 0.4%	2022-23: (2023 Dashboard) 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 5/13/22) 0%	2021-22: (CDE DataQuest) 0.00% 2022-23: (As of 5/12/23) 0.00%	2022-23: (CDE DataQuest) 0.00% 2023-24: (As of 1/22/24) 0.00%	2022-23: (CDE DataQuest) 0.00%
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 98.3% Families: 96.8% Staff: 100.0%	2021-22: Students: 98.7% Families: 70.8% Staff: 100.0%	2022-23: Students: 100.0% Families: 87.6% Staff: 100.0%	Survey administration will be done in February 2024 and data will be available in March 2024.	2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 76% Families: 97% Staff: 93%	2021-22: Students: 70.0% Families: 96.0% Staff: 92.0%	2022-23: Students: 68% Families: 96% Staff: 93%	Survey administration will be done in February 2024 and data will be available in March 2024.	2023-24: Students: 75% Families: 95% Staff: 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 83%	2021-22: (Spring 2021 to Fall 2021) 75%	2022-23: (Spring 2022 to Fall 2022) 85%	2023-24: (Spring 2023 to Fall 2023) 83.25%	2023-24: (Spring 2023 to Fall 2023) 85%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<p>Seeking family input for decision making</p> <p>Charter School will hold 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. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent</p>	Yes	Fully Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>surveys to seek feedback on school improvement.</p> <p>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
4.2	<p>Building partnerships with families for student outcomes</p> <p>Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as</p>	Yes	Fully Implemented			\$217,747	\$105,665

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p> <p>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, Dean of Culture salary and benefits, and Office manager/Administrative assistant salaries and benefits.</p> <p>The following expenditures will be funded by federal Title funds: 3010 Title I 5800 Professional Services \$1,590.00 3010 Title I 3500 Unemployment Insurance \$80.00 3010 Title I 3300 OASDI/Medicare \$232.00 3010 Title I 3100 STRS \$3,056.00 3010 Title I 1100 Teacher Salaries \$16,000.00</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.3	<p>MTSS - PBIS and SEL support Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter</p>	Yes	Fully Implemented			\$331,825	\$161,536

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.</p> <p>The following expenditures will be funded by federal Title funds:</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	4201 Title III - Immigrant. Ed. 4345 Non-Instructional Student Supplies \$4,317.38 3010 Title I 4340 Educational Software \$4,134.00						
4.4	<p>Annual stakeholder surveys Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p>	Yes	Fully Implemented			\$1,234	\$679

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: N/A						
4.5	<p>Community outreach and partnerships Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	Yes	Fully Implemented			\$261,616	\$131,505

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability 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

Goal 1

Goal Description
BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0	2022-23: 1	2023-24: 0	2023-24: 0
Percentage of students without access to their own copies of standards-	2020-21: 0%	2021-22: 0%	2022-23: 0%	2023-24: 0%	2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)					
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0	2022-23: 0	2023-24: 0	2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 86%	2021-22: (Spring 2021 to Fall 2021) 75%	2022-23: (Fall 2021 to Fall 2022) 83% This metric has been updated to measure from fall to fall.	2023-24: (Fall 2022 to Fall 2023) 75%	2023-24: (Fall 2022 to Fall 2023) 85%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 99.1%	2021-22: (As of 5/12/22) 97.7%	2022-23: (As of 5/12/23) 96.7%	2023-24: (As of 12/15/23) 97.1%	2023-24: 97%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Teacher assignments and credentials Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned	No	Fully Implemented			\$11,554	\$6,355

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>and fully credentialed in the subject area and for the students, they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory training, and other HR-related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.</p> <p>The following expenditures will be funded by federal Title funds: n/a</p>						
1.2	<p>Instructional materials and technology Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic,</p>	No	Fully Implemented			\$103,596	\$56,978

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>cultural, social-emotional, and physical requirements of students. Charter School will annually review the alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budgets and plans to ensure an adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards-aligned instructional programs.</p> <p>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.</p> <p>The following expenditures will be funded by federal Title funds: Title II - Technology: \$963.54</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.3	<p>Clean and safe facilities that support learning Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security, and high-quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM-focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment, and items. Charter School will establish schedules and procedures for the</p>		Fully Implemented			\$333,981	\$182,542

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>supervision of students in non-classroom areas, including before and after school.</p> <p>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety-related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.)</p> <p>The following expenditures will be funded by federal Title funds: n/a</p>						
1.4	<p>Healthy and nutritious meals Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and</p>	Yes	Fully Implemented			\$4,240	\$2,332

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: n/a</p>						
1.5	<p>Well-orchestrated Home Office support services The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages the business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and</p>	No	Fully Implemented			\$234,480	\$128,964

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.</p> <p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office-related expenses (Adaptive Insights, DataWorks, etc.)</p> <p>The following expenditures will be funded by federal Title funds: n/a</p>						

Goal 2

Goal Description
EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	2020-21: 90%	2021-22: (As of 5/13/22) 75%	2022-23: (As of 5/12/23) 75%	2023-24: (As of 1/22/24) 75%	2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%
Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	2020-21: (As of 5/7/21) 74%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 12/15/23) 69%	2023-24: 100%
Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)	2020-21: (First semester) 80%	2021-22: (First semester) 94%	2022-23: (First semester) 93%	2023-24: (First semester) 90%	2023-24: 80%
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 65.1	2021-22: (As of 5/13/22) 125.8	This metric will be retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24.	This metric has been retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline is being established in 2023-24.	2023-24: 60.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 46.26% English Learners: 12.51% 	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the	2021-22: <ul style="list-style-type: none"> All Students: 51.76% English Learners: 16.67% 	2022-23: <ul style="list-style-type: none"> All Students: 60.22% English Learners: 7.69% 	2022-23: <ul style="list-style-type: none"> All Students: 50.00% English Learners: 17.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 44.96% Students with Disabilities: 9.68% African American: 50% Hispanic: 44.21% 	<p>Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> All Students: 52.33% English Learners: 28.57% Students with Disabilities: 36.36% Hispanic: 51.90% White: N/A <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> All Students: 53.85% 	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 50.65% Students with Disabilities: 27.27% Hispanic: 51.28% <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> All Students: 57.45% English Learners: 0.00% Students with Disabilities: 33.33% Hispanic: 56.82% White: 0.00% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> All Students: 68.75% 	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 61.37% Students with Disabilities: 25.00% Asian: * Hispanic: 59.77% White: * <p>IAB ELA Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> All Students: 56.19% 	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 50.00% Students with Disabilities: 15.00% African American: 51.00% Hispanic: 48.00%
Distance from Standard (DFS) on the CAASPP-	2018-19: (2019 Dashboard)	CAASPP-ELA/Literacy assessments were waived	2021-22: (2022 Dashboard)	2022-23: (2023 Dashboard)	2022-23: (2023 Dashboard)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
ELA/Literacy assessments (Source: CA School Dashboard)	<ul style="list-style-type: none"> All Students: 16.3 points below standard English Learners: 48.3 points below standard Socioeconomically Disadvantaged: 19.7 points below standard Students with Disabilities: 97.8 points below standard African American: 7.1 points below standard Hispanic: 21.4 points below standard 	<p>during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 65.8% English Learners: 69.2% Students with Disabilities: 45.5% Hispanic: 63.0% White: N/A 	<ul style="list-style-type: none"> All Students: 9.8 points above standard English Learners: 48.0 points below standard Socioeconomically Disadvantaged: 7.6 points above standard Students with Disabilities: 72.8 points below standard Hispanic: 9.5 points above standard <p>standard</p>	<ul style="list-style-type: none"> All Students: 29.3 points above standard English Learners: 22.2 points below standard Socioeconomically Disadvantaged: 31.1 points above standard Students with Disabilities: 29.8 points below standard Asian: * Hispanic: 30.2 points above standard White: * 	<ul style="list-style-type: none"> All Students: 9.0 points below standard English Learners: 41.0 points below standard Socioeconomically Disadvantaged: 12.0 points below standard Students with Disabilities: 80.0 points below standard African American: 1.0 points below standard Hispanic: 13.0 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	<p>2020-21:</p> <ul style="list-style-type: none"> All Students: 61.6% English Learners: 53.1% Socioeconomically Disadvantaged: 65.0% Students with Disabilities: 45.5% African American: 58.3% 	<p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 65.8% English Learners: 69.2% Socioeconomically Disadvantaged: 65.3% Students with Disabilities: 45.5% Hispanic: 63.0% 	<p>Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 68.2% English Learners: 54.5% Socioeconomically Disadvantaged: 70.4% Students with Disabilities: 60.0% Hispanic: 70.0% 	<p>Fall 2022 to Fall 2023 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 51.0% English Learners: 66.7% Students with Disabilities: 57.1% Hispanic: 53.3% White: * 	<p>2023-24:</p> <ul style="list-style-type: none"> All Students: 65% English Learners: 65% Socioeconomically Disadvantaged: 65% Students with Disabilities: 65% African American: 65% Hispanic: 65%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<ul style="list-style-type: none"> Hispanic: 63.3% 				
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	<p>2018-19:</p> <ul style="list-style-type: none"> All Students: 38.36% English Learners: 12.51% Socioeconomically Disadvantaged: 38.28% Students with Disabilities: 12.90% African American: 35.71% Hispanic: 36.50% 	<p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> All Students: 24.71% English Learners: 7.14% Students with Disabilities: 0.00% Hispanic: 26.92% White: N/A <p>IAB Math Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> All Students: 46.36% 	<p>2021-22:</p> <ul style="list-style-type: none"> All Students: 32.56% English Learners: 7.69% Socioeconomically Disadvantaged: 32.05% Students with Disabilities: 0.00% Hispanic: 34.18% <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics assessments.</p> <p>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> All Students: 29.79% English Learners: 0.00% Students with Disabilities: 16.67% Hispanic: 29.55% 	<p>2022-23:</p> <ul style="list-style-type: none"> All Students: 35.87% English Learners: 0.00% Socioeconomically Disadvantaged: 35.63% Students with Disabilities: 25.0% Asian: * Hispanic: 34.89% White: * <p>IAB Math Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> All Students: 52.44% 	<p>2022-23:</p> <ul style="list-style-type: none"> All Students: 41.00% English Learners: 17.00% Socioeconomically Disadvantaged: 41.00% Students with Disabilities: 17.00% African American: 41.00% Hispanic: 41.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			<ul style="list-style-type: none"> White: 0.00% IAB MATH Level 3 and 4 Projection (5/12/23): <ul style="list-style-type: none"> All Students: 54.07% 		
Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> All Students: 35.9 points below standard English Learners: 61.1 points below standard Socioeconomically Disadvantaged: 39.4 points below standard Students with Disabilities: 98.5 points below standard African American: 35.0 points below standard Hispanic: 41.6 points below standard 	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 77.2% English Learners: 69.2% Students with Disabilities: 72.7% Hispanic: 78.1% White: N/A 	2021-22: (2022 Dashboard) <ul style="list-style-type: none"> All Students: 50.8 points below standard English Learners: 108.9 points below standard Socioeconomically Disadvantaged: 54.8 points below standard Students with Disabilities: 122.1 points below standard Hispanic: 50.9 points below standard 	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 15.3 points below standard English Learners: 81.6 points below standard Socioeconomically Disadvantaged: 13.2 points below standard Students with Disabilities: 56.4 points below standard Asian: * Hispanic: 15.8 points below standard White: * 	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 29.0 points below standard English Learners: 54.0 points below standard Socioeconomically Disadvantaged: 32.0 points below standard Students with Disabilities: 88.0 points below standard African American: 28.0 points below standard Hispanic: 33.0 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics	2020-21: <ul style="list-style-type: none"> All Students: 60.0% 	Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:	Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:	Fall 2022 to Fall 2023 MAP Mathematics - Percent Met Growth Projection:	2023-24: <ul style="list-style-type: none"> All Students: 65.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
assessment from fall to spring (Source: NWEA MAP)	<ul style="list-style-type: none"> English Learners: 56.3% Socioeconomically Disadvantaged: 58.0% Students with Disabilities: 57.1% African American: 33.3% Hispanic: 63.0% White: * 	<ul style="list-style-type: none"> All Students: 77.2% English Learners: 69.2% Socioeconomically Disadvantaged: 77.8% Students with Disabilities: 72.7% Hispanic: 78.1% White: N/A 	<ul style="list-style-type: none"> All Students: 64.7% English Learners: 72.7% Socioeconomically Disadvantaged: 63.0% Students with Disabilities: 60.0% Hispanic: 65.0% White: 100.0% 	<ul style="list-style-type: none"> All Students: 65.3% English Learners: 55.6% Students with Disabilities: 57.1% Hispanic: 64.4% White: * 	<ul style="list-style-type: none"> English Learners: 65.0% Socioeconomically Disadvantaged: 65.0% Students with Disabilities: 65.0% African American: 65.0% Hispanic: 65.0% White: 65.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: (2019 Dashboard) 44.8%	2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. 2022 ELPAC Percentage of Students at Each Performance Level: <ul style="list-style-type: none"> Level 4: 31.25% Level 3: 43.75% Level 3: 18.75% Level 1: 6.25% 	2021-22: (2022 Dashboard) 66.7%	2022-23: (2023 Dashboard) 50.0%	2022-23: (2023 Dashboard) 47.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 12.1%	2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 31.25%	2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 31.25%	2023-24 RFEP data is not available. The following is the 2023 summative ELPAC percentage for the Level 4 performance level. 2023 ELPAC Percentage of Students Level 4: 21.43%	2023-24: 15.0%
Percentage of students meeting or exceeding standard on the CAASPP-	2018-19: <ul style="list-style-type: none"> All Students: 10.35% 	CAST assessments were waived during the 2019-20 and 2020-21 school years.	2021-22: <ul style="list-style-type: none"> All Students: 26.47% 	2022-23: <ul style="list-style-type: none"> All Students: 33.33% 	2022-23: <ul style="list-style-type: none"> All Students: 16.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Science assessments (Source: CDE DataQuest)	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 4.35% Hispanic: 4.26% 		<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 26.66% Hispanic: 28.13% 	<ul style="list-style-type: none"> English Learners: * Socioeconomically Disadvantaged: 32.35% Students with Disabilities: * Hispanic: 34.28% 	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 10.00% Hispanic: 10.00%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p>Broad course of study and standards-based curriculum</p> <p>Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to</p>	No	Partially Implemented			\$648,185	\$312,529

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>implement the school master schedule.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds: Title I - Unemployment insurance: \$92.73 Title I - Health and Welfare Benefits: \$1725.28 Title I - OASDI/Medicare: \$268.92 Title I - STRS: \$3,542.29 Title I - Teacher Salaries: \$18,546.00</p>						
2.2	<p>Professional development for high-quality instruction Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with</p>	Yes	Fully Implemented			\$34,190	\$18,805

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high-quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high-quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.</p> <p>The following expenditures will be funded by federal Title funds: 5864 Prof Dev-Other Funding Source: Federal Resource Code: 4035 Title II Amount: \$4,985.18</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.3	<p>MTSS - Academic enrichment, intervention, and student support Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>Expenditures associated with this action include the following: Dean</p>	Yes	Fully Implemented			\$236,377	\$114,934

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (IXL, Accelerated Reader, Quizizz, Padlet, BrainPOP, NextGenMath, Newsela, and myON.)</p> <p>The following expenditures will be funded by federal Title funds: Title I - Educational Software: \$13785.80 Title I - Unemployment Insurance: \$60 Title I - OASDI/Medicare: \$174 Title I - STRS: \$2292 Title I - Teacher Salaries: \$12000 Title IV - Educational Software: \$6192.26</p>						
2.4	<p>Designated and integrated ELD programs Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards.</p>	Yes	Fully Implemented			\$104,296	\$50,062

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and the CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>aide salary and benefits, and Rosetta Stone program fees.</p> <p>The following expenditures will be funded by federal Title funds: Title I - Unemployment Insurance: \$35.09 Title I - Health and Welfare Benefits: \$575.09 Title I - OASDI/Medicare: \$101.76 Title I - Teacher Salaries: \$7018</p>						
2.5	<p>Support for students with disabilities Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL</p>	No	Fully Implemented			\$133,751	\$73,563

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal 3

Goal Description

INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 2%	2021-22: (As of 5/13/22) 1%	2022-23: (As of 5/12/23) 0%	2023-24: (As of 1/22/24) 0.00%	2023-24: 10%
Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 95%	2021-22: (As of 5/13/22) 96%	2022-23: (As of 5/12/23) 97%	2023-24: (As of 1/22/24) 97%	2023-24: 100%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>College/Career readiness programs and activities Charter School will promote a college-going culture through college visits, college/career days, and other college-related activities.</p> <p>Expenditures associated with this action include the following: college/career-related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds:N/A</p>	Yes	Fully Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.2	<p>STEAM and GATE programs Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math courses and clubs. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM-focused project, experiment, model, or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, using problem-based learning, and research.</p> <p>Expenditures associated with this action include the following:</p>	Yes	Fully Implemented			\$1,590	\$875

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>supplemental science program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
3.3	<p>Digital literacy and citizenship programs</p> <p>Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.</p>	Yes	Fully Implemented			\$318	\$175

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.</p> <p>The following expenditures will be funded by federal Title funds: Title IV - Educational Software: \$318</p>						
3.4	<p>Physical education, activity, and fitness</p> <p>Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either</p>	Yes	Fully Implemented			\$102,937	\$49,484

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals, or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds: Title IV - PE supplies: \$1060</p>						
3.5	<p>Additional programs and activities that support well-rounded education</p> <p>In an effort to provide a well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline, and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships,</p>	Yes	Fully Implemented			\$77,452	\$42,599

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>community service programs, clubs, etc. Charter School teachers and other staff will offer after-school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support a well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.</p> <p>The following expenditures will be funded by federal Title funds: Title IV - Arts and Music Supplies: \$1378</p>						

Goal 4

Goal Description

CONNECTION: All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Number of School Site Council (SSC) meetings	2020-21: (As of 5/16/21) 3	2021-22: (As of 5/13/22) 7	This metric is not applicable because SSC	This metric is not applicable because SSC	2023-24: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
per year (Source: Local Indicator Priority 3)			has been replaced with PAC. See the new metric for the number of PAC meetings.	has been replaced with PAC. See the new metric for the number of PAC meetings.	
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3	2021-22: (As of 5/13/22) 2	2022-23: (As of 5/12/23) 2	2023-24: (As of 1/22/24) 1	2023-24: 4
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 14	2021-22: (As of 5/13/22) 8	2022-23: (As of 5/12/23) 8	2023-24: (As of 1/22/24) 3	2023-24: 8
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 14	2021-22: (As of 5/13/22) 12	2022-23: (As of 5/12/23) 23	2023-24: (As of 1/22/24) 12	2023-24: 4
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: 4	2022-23: 4	2023-24: (As of 1/22/24) 2	2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 26.1%	2021-22: (As of 5/13/22) 25.8%	2022-23: (As of 5/12/23) 27.7%	2023-24: (As of 1/22/24) 16.2%	2023-24: 25.0%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 96.48	2021-22: (P-2 ADA) 78.52%	2022-23: (P-2 ADA) 91.76%	2023-24: (P-1 ADA) 93.72%	2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 9.1%	2021-22: (As of 5/13/22) 33%	2021-22: (2022 Dashboard) 33.0% 2022-23: (As of 5/12/23) 32.0%	2022-23: (2023 Dashboard) 32.0% 2023-24: (As of 1/22/24) 22.7%	2022-23: (2023 Dashboard) 9.0%
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%	2021-22: (As of 5/13/22) 0%	2022-23: (As of 5/12/23) 0%	2023-24: (As of 1/22/24) 3.0%	2023-24: 0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 5/13/22) 0.00%	2021-22: (2022 Dashboard) 1% 2022-23: (As of 5/12/23) 3.1%	2022-23: (2023 Dashboard) 3.1% 2023-24: (As of 1/22/24) 1.8%	2022-23: (2023 Dashboard) 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 5/13/22) 0.00%	2021-22: (2022 Dashboard) 0.00% 2022-23: (As of 5/12/23) 0.00%	2022-23: (CDE DataQuest) 0.00% 2023-24: (As of 1/22/24) 0.00%	2022-23: (CDE DataQuest) 0.00%
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 99.4% Families: 88.7% Staff: 100.0%	2021-22: Students: 100% Families: 100% Staff: 100%	2022-23: Students: 100% Families: 96.4% Staff: 100%	Survey administration will be done in February 2024 and data will be available in March 2024.	2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 79% Families: 99% Staff: 93%	2021-22: Students: 77% Families: 99% Staff: 97%	2022-23: Students: 76% Families: 98% Staff: 97%	Survey administration will be done in February 2024 and data will be available in March 2024.	2023-24: Students: 80% Families: 95% Staff: 90%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 95%	2021-22: (Spring 2021 to Fall 2021) 68%	2022-23: (Spring 2022 to Fall 2022) 96%	2023-24: (Spring 2023 to Fall 2023) 91.39%	2023-24: (Spring 2023 to Fall 2023) 85%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	Seeking family input for decision making Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site	Yes	Fully Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities, and budgets, UCP, parent involvement policy, and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.</p> <p>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
4.2	Building partnerships with families for student outcomes	Yes	Fully Implemented			\$144,599	\$69,871

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop-off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>language translators at parent meetings to the extent practicable.</p> <p>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, Dean of Student salary and benefits, and Office Manager/Administrative assistant salaries and benefits.</p> <p>The following expenditures will be funded by federal Title funds: Title I - Professional Services: \$1060 Title I - Unemployment Insurance: \$12.50 Title I - OASDI/Medicare: \$36.25 Title I - STRS: \$477.50 Title I - Teacher Salaries: \$2500</p>						
4.3	<p>MTSS - PBIS and SEL support Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis, or have other special needs will be</p>	Yes	Fully Implemented			\$167,930	\$81,066

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention, and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership,</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify the greatest progress, and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.</p> <p>The following expenditures will be funded by federal Title funds: Title I - Ins. Mats and Supplies: \$530</p>						
4.4	<p>Annual stakeholder surveys Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of</p>	Yes	Fully Implemented			\$1,060	\$583

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
4.5	<p>Community outreach and partnerships Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will</p>	Yes	Fully Implemented			\$119,237	\$57,756

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

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

Goal 1

Goal Description

BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 1	2022-23: 0	2023-24: 1	2023-24: 0
Percentage of students without access to their own copies of standards-	2020-21: 0%	2021-22: 0%	2022-23: 0%	2023-24: 0%	2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)					
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2020-21: 1	2021-22: 0	2022-23: 0	2023-24: 0	2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 93.0%	2021-22: (Spring 2021 to Fall 2021) 100%	2022-23: (Fall 2021 to Fall 2022) 81% This metric has been updated to measure from fall to fall.	2023-24: (Fall 2022 to Fall 2023) 88%	2023-24: (Fall 2022 to Fall 2023) 90.0%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 98.0%	2021-22: (As of 5/12/22) 95.3%	2022-23: (As of 5/12/23) 94.8%	2023-24: (As of 12/15/23) 97.4%	2023-24: 97.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Teacher assignments and credentials Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned	No	Fully Implemented			\$18,900	\$10,395

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
1.2	<p>Instructional materials and technology Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and</p>	No	Fully Implemented			\$312,319	\$171,775

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.</p> <p>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Technology: Resource: Title II, \$981.72 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.3	<p>Clean and safe facilities that support learning Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-</p>	No	Fully Implemented			\$800,539	\$426,914

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>classroom areas, including before and after school.</p> <p>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
1.4	<p>Healthy and nutritious meals</p> <p>Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food</p>	Yes	Fully Implemented			\$17,280	\$9,504

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
1.5	<p>Well-orchestrated Home Office support services The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.</p>	No	Fully Implemented			\$687,766	\$378,271

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal 2

Goal Description

EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	2020-21: 90%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 95%	2023-24: (As of 1/22/24) 95%	2023-24: 100%
Percentage of students who have sufficient access to all programs and	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)					
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%
Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	2020-21: (As of 5/7/21) 68%	2021-22: (As of 5/13/22) 61%	2022-23: (As of 5/12/23) 75%	2023-24: (As of 12/15/23) 70%	2023-24: 100%
Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)	2020-21: (First semester) 63%	2021-22: (First semester) 0%	2022-23: (First semester) 89%	2023-24: (First semester) 82%	2023-24: 80%
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 63.0	2021-22: (As of 5/13/22) 162.0	This metric will be retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24.	This metric has been retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline is being established in 2023-24.	2023-24: 75.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 44.54% English Learners: 0.00% Socioeconomically 	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the	2021-22: <ul style="list-style-type: none"> All Students: 37.86% English Learners: 15.38% Socioeconomically 	2022-23: <ul style="list-style-type: none"> All Students: 36.50% English Learners: 9.31 Socioeconomically Disadvantaged: 31.03% 	2022-23: <ul style="list-style-type: none"> All Students: 51.00% English Learners: 10.00% Socioeconomically

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>Disadvantaged: 37.50%</p> <ul style="list-style-type: none"> Students with Disabilities: 25.00% Hispanic: 34.57% White: 85.71% 	<p>Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> All Students: 34.22% English Learners: 15.87% Students with Disabilities: 4.00% Hispanic: 29.01% White: 52.38% <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> All Students: 57.71% 	<p>Disadvantaged: 32.04%</p> <ul style="list-style-type: none"> Students with Disabilities: 5.88% Hispanic: 33.34% White: 42.86% <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> All Students: 34.27% English Learners: 13.79% Students with Disabilities: 20.59% Hispanic: 27.13% White: 42.86% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> All Students: 44.83% 	<ul style="list-style-type: none"> Students with Disabilities: 8.70% Asian: * Hispanic: 34.62% White: * <p>IAB ELA Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> All Students: 38.00% 	<p>Disadvantaged: 44.00%</p> <ul style="list-style-type: none"> Students with Disabilities: 35.00% Hispanic: 41.00% White: 87.00%
Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments	2018-19: (2019 Dashboard)	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and	2021-22: (2022 Dashboard)	2022-23: (2023 Dashboard)	2022-23: (2023 Dashboard)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
(Source: CA School Dashboard)	<ul style="list-style-type: none"> All Students: 7.7 points below standard English Learners: 24.1 points below standard Socioeconomically Disadvantaged: 21.7 points below standard Students with Disabilities: 50.8 points below standard Hispanic: 24.5 points below standard White: 62.9 points above standard 	<p>2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 53.3% English Learners: 55.4% Students with Disabilities: 45.2% Hispanic: 55.2% White: 57.1% 	<ul style="list-style-type: none"> All Students: 30.2 points below standard English Learners: 58.4 points below standard Socioeconomically Disadvantaged: 44.5 points below standard Students with Disabilities: 82.4 points below standard Hispanic: 39.0 points below standard White: 5.2 points below standard 	<ul style="list-style-type: none"> All Students: 32.7 points below standard English Learners: 58.4 points below standard Socioeconomically Disadvantaged: 44.8 points below standard Students with Disabilities: 107.7 points below standard Asian: * Hispanic: 40.0 points below standard White: * 	<ul style="list-style-type: none"> All Students: 1.0 point below standard English Learners: 16.0 points below standard Socioeconomically Disadvantaged: 13.0 points below standard Students with Disabilities: 40.0 points below standard Hispanic: 16.0 points below standard White: 64.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	<p>2020-21:</p> <ul style="list-style-type: none"> All Students: 36.6% English Learners: 28.3% Socioeconomically Disadvantaged: 33.9% Students with Disabilities: 47.4% Asian: 38.9% Hispanic: 33.9% White: 50.0% 	<p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 53.3% English Learners: 55.4% Socioeconomically Disadvantaged: 54.5% Students with Disabilities: 45.2% Asian: 47.8% Hispanic: 55.2% 	<p>Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 45.9% English Learners: 42.4% Socioeconomically Disadvantaged: 43.0% Students with Disabilities: 42.4% Asian: 64.0% Hispanic: 45.5% 	<p>Fall 2022 to Fall 2023 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 42.3% English Learners: 45.5% Students with Disabilities: 40.9% Hispanic: 39.4% White: * 	<p>2023-24:</p> <ul style="list-style-type: none"> All Students: 60.0% English Learners: 60.0% Socioeconomically Disadvantaged: 60.0% Students with Disabilities: 60.0% Asian: 60.0% Hispanic: 60.0% White: 60.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<ul style="list-style-type: none"> White: 57.1% 	<ul style="list-style-type: none"> White: 41.2% 		
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 32.14% English Learners: 3.45% Socioeconomically Disadvantaged: 25.61% Students with Disabilities: 25.00% Hispanic: 24.10% White: 57.14% 	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments. Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: <ul style="list-style-type: none"> All Students: 26.34% English Learners: 12.70% Students with Disabilities: 8.00% Hispanic: 22.90% White: 23.81% IAB Math Level 3 and 4 Projection (5/13/22): <ul style="list-style-type: none"> All Students: 30.42% 	2021-22: <ul style="list-style-type: none"> All Students: 26.24% English Learners: 5.00% Socioeconomically Disadvantaged: 19.23% Students with Disabilities: 5.88% Hispanic: 22.68% White: 21.43% We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics assessments. Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC: <ul style="list-style-type: none"> All Students: 28.02% English Learners: 8.47% Students with Disabilities: 5.88% 	2022-23: <ul style="list-style-type: none"> All Students: 21.90% English Learners: 2.33% Socioeconomically Disadvantaged: 16.38% Students with Disabilities: 4.35% Asian: * Hispanic: 17.3% White: * IAB Math Level 3 and 4 Projection (1/22/24): <ul style="list-style-type: none"> All Students: 37.25% 	2022-23: <ul style="list-style-type: none"> All Students: 38.00% English Learners: 13.00% Socioeconomically Disadvantaged: 32.50% Students with Disabilities: 35.00% Hispanic: 32.00% White: 59.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			<ul style="list-style-type: none"> Hispanic: 21.80% White: 42.86% <p>IAB MATH Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> All Students: 24.30% 		
Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	<p>2018-19: (2019 Dashboard)</p> <ul style="list-style-type: none"> All Students: 32.1 points below standard English Learners: 54.7 points below standard Socioeconomically Disadvantaged: 43.8 points below standard Students with Disabilities: 58.5 points below standard Hispanic: 45.8 points below standard White: 3.9 points above standard 	<p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 53.8% English Learners: 56.2% Students with Disabilities: 51.6% Hispanic: 53.6% White: 53.8% 	<p>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> All Students: 46.1 points below standard English Learners: 70.7 points below standard Socioeconomically Disadvantaged: 54.6 points below standard Students with Disabilities: 84.6 points below standard Hispanic: 53.4 points below standard White: 56.7 points below standard 	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> All Students: 58.2 points below standard English Learners: 79.9 points below standard Socioeconomically Disadvantaged: 69.5 points below standard Students with Disabilities: 101.7 points below standard Asian: * Hispanic: 67.8 points below standard White: * 	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> All Students: 24.0 points below standard English Learners: 47.0 points below standard Socioeconomically Disadvantaged: 37.0 points below standard Students with Disabilities: 50.0 points below standard Hispanic: 38.0 points below standard White: 9.0 points above standard
Percentage of students meeting their growth targets on the Measures of	<p>2020-21:</p> <ul style="list-style-type: none"> All Students: 23.3% 	Fall 2021 to Spring 2022 MAP Mathematics -	Fall 2022 to Spring 2023 MAP Mathematics -	Fall 2022 to Fall 2023 MAP Mathematics -	<p>2023-24:</p> <ul style="list-style-type: none"> All Students: 60.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	<ul style="list-style-type: none"> English Learners: 6.4% Socioeconomically Disadvantaged: 20.5% Students with Disabilities: 9.5% Asian: 33.3% Hispanic: 18.3% White: 33.3% 	Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 53.8% English Learners: 56.2% Socioeconomically Disadvantaged: 54.3% Students with Disabilities: 51.6% Asian: 65.2% Hispanic: 53.6% White: 53.8% 	Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 45.0% English Learners: 37.7% Socioeconomically Disadvantaged: 43.5% Students with Disabilities: 32.4% Asian: 48.1% Hispanic: 43.6% White: 57.9% 	Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 38.7% English Learners: 41.3% Students with Disabilities: 47.8% Hispanic: 35.5% White: 55.6% 	<ul style="list-style-type: none"> English Learners: 60.0% Socioeconomically Disadvantaged: 60.0% Students with Disabilities: 60.0% Asian: 60.0% Hispanic: 60.0% White: 60.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: (2019 Dashboard) 46.4%	2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. 2022 ELPAC Percentage of Students at Each Performance Level: <ul style="list-style-type: none"> Level 4: 16% Level 3: 34.5% Level 2: 43% Level 1: 6.8% 	2021-22: (2022 Dashboard) 48.1%	2022-23: (2023 Dashboard) 33.3%	2022-23: (2023 Dashboard) 49.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 1.1%	2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 16%	2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 15.91%	2023-24 RFEP data is not available. The following is the 2023 summative ELPAC percentage for the Level 4 performance level. 2023 ELPAC Percentage of Students Level 4: 13.95%	2023-24: 15.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 34.62% English Learners: 6.25% Socioeconomically Disadvantaged: 23.53% Hispanic: 25.00% 	CAST assessments were waived during the 2019-20 and 2020-21 school years.	2021-22: <ul style="list-style-type: none"> All Students: 24.53% English Learners: * Socioeconomically Disadvantaged: 14.29% Students with Disabilities: * Hispanic: 15.63% 	2022-23: <ul style="list-style-type: none"> All Students: 29.55% English Learners: 0.00% Socioeconomically Disadvantaged: 25.71% Students with Disabilities: * Hispanic: 20.59% 	2022-23: <ul style="list-style-type: none"> All Students: 40.00% English Learners: 15.00% Socioeconomically Disadvantaged: 30.00% Hispanic: 33.00%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Broad course of study and standards-based curriculum Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic	No	Fully Implemented			\$1,295,066	\$624,992

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
2.2	<p>Professional development for high-quality instruction Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of</p>	Yes	Fully Implemented			\$56,961	\$31,329

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs.</p> <p>Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Tuition reimbursement for professional development: Resource: Title II, \$16,200 • Professional Development: Resource: Title IV, Part A (ESEA) \$4,860 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.3	<p>MTSS - Academic enrichment, intervention, and student support Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>Expenditures associated with this action include the following: Dean</p>	Yes	Fully Implemented			\$662,461	\$320,267

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees and evidence-based supplemental intervention/enrichment program fees (IXL, Accelerated Reader, Standards Plus, Quizizz, BrainPOP, Spelling City, Cambium Learning, Learning A-Z, Alexandria Library, Mystery Science and myON.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Certificated Admins: Resource: Title I, \$4,000 • Teacher Salaries: Resource: Title I, \$45,240 • Instructional Aide Salaries: Resource: Title I, \$53,850 • Benefits: Resource: Title I, \$10,365 • Educational Software: Resource: Title I, \$13,920 • Educational Software: Resource: Title IV, Part A (ESEA), \$4,325 						
2.4	Designated and integrated ELD programs	Yes	Fully Implemented			\$122,395	\$58,750

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
2.5	<p>Support for students with disabilities Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible</p>	No	Fully Implemented			\$899,114	\$453,057

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, outsourced SPED services fees, and SPED instructional materials and technology.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal 3

Goal Description

INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 0%	2021-22: (As of 5/13/22) 3%	2022-23: (As of 5/12/23) 4%	2023-24: (As of 1/22/24) 0%	2023-24: 5%
Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%	2021-22: (As of 5/13/22) 98%	2022-23: (As of 5/12/23) 98%	2023-24: (As of 1/22/24) 100%	2023-24: 100%
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%	2021-22: (As of 5/13/22) 97%	2022-23: (As of 5/12/23) 99%	2023-24: (As of 1/22/24) 100%	2023-24: 100%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>College/Career readiness programs and activities Charter School will promote a college-going culture through college visits, college/career days, and other college related activities.</p> <p>Expenditures associated with this action include the following: college/career related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	Yes	Partially Implemented			\$0.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.2	<p>STEAM and GATE programs Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.</p> <p>Expenditures associated with this action include the following:</p>	Yes	Fully Implemented			\$1,296	\$713

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>supplemental science program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Educational Software - Resource: Title I; Amount: \$1,296 						
3.3	<p>Digital literacy and citizenship programs</p> <p>Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security;</p>	Yes	Partially Implemented			\$122,788	\$59,316

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>digital rights and responsibilities; using social media responsibly and digital etiquette.</p> <p>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
3.4	<p>Physical education, activity, and fitness</p> <p>Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to</p>	Yes	Fully Implemented			\$127,918	\$61,589

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
3.5	<p>Additional programs and activities that support well-rounded education</p> <p>In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community</p>	Yes	Fully Implemented			\$646,139	\$355,377

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal 4

Goal Description

CONNECTION: All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3	2021-22: (As of 5/13/22) 2	This metric is not applicable because SSC has been replaced with PAC. See the new metric	This metric is not applicable because SSC has been replaced with PAC. See the new metric	2023-24: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			for the number of PAC meetings.	for the number of PAC meetings.	
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 2	2021-22: (As of 5/13/22) 4	2022-23: (As of 5/12/23) 4	2023-24: (As of 1/22/24) 3	2023-24: 4
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 10	2021-22: (As of 5/13/22) 8	2022-23: (As of 5/12/23) 7	2023-24: (As of 1/22/24) 4	2023-24: 8
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 15	2021-22: (As of 5/13/22) 7	2022-23: (As of 5/12/23) 40	2023-24: (As of 1/22/24) 24	2023-24: 10
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: 4	2022-23: 4	2023-24: (As of 1/22/24) 2	2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 13.7%	2021-22: (As of 5/13/22) 8.3%	2022-23: (As of 5/12/23) 28.6%	2023-24: (As of 1/22/24) 11.4%	2023-24: 20.0%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 97.09%	2021-22: (P-2 ADA) 88.57%	2022-23: (P-2 ADA) 92.50%	2023-24: (P-1 ADA) 93.95%	2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 7.8%	2021-22: (As of 5/13/22) 27.2%	2021-22: (2022 Dashboard) 24.5%	2022-23: (2023 Dashboard) 29.0%	2022-23: (2023 Dashboard) 9.0%
			2022-23: (As of 5/12/23) 27.5%	2023-24: (As of 1/22/24) 15.7%	
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 5/13/22) 0.3%	2022-23: (As of 5/12/23) 0.4%	2022-23: (2023 Dashboard) 0.4%	2022-23: (2023 Dashboard) 0.0%
				2023-24: (As of 1/22/24) 0.00%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 5/13/22) 0.00%	2021-22: (CDE DataQuest) 0.00%	2022-23: (CDE DataQuest) 0.00%	2022-23: (CDE DataQuest) 0.00%
			2022-23: 0.00%	2023-24: (As of 1/22/24) 0.00%	
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 92.3% Families: 65.4% Staff: 100.0%	2021-22: Students: 97.2% Families: 51.7% Staff: 90.9%	2022-23: Students: 97.9% Families: 89.3% Staff: 100%	Survey administration will be done in February 2024 and data will be available in March 2024.	2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 81% Families: 99% Staff: 97%	2021-22: Students: 77.0% Families: 98.0% Staff: 93.0%	2022-23: Students: 73% Families: 99% Staff: 90%	Survey administration will be done in February 2024 and data will be available in March 2024.	2023-24: Students: 80% Families: 100% Staff: 95%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 87%	2021-22: (Spring 2021 to Fall 2021) 88.0%	2022-23: (Spring 2022 to Fall 2022) 88%	2023-24: (Spring 2023 to Fall 2023) 95.91%	2023-24: (Spring 2023 to Fall 2023) 90%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	Seeking family input for decision making Charter School will hold 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. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC)	Yes	Fully Implemented			\$0.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.</p> <p>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
4.2	<p>Building partnerships with families for student outcomes Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students</p>	Yes	Fully Implemented			\$148,442	\$72,375

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p> <p>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation,</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>parent activity/event expenses, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits.</p> <p>The following expenditures will be funded by federal Title I funds: 5800 Professional Services: \$1,620.00 3500 Unemployment Insurance: \$20.00 3300 OASDI/Medicare: \$58.00 3100 STRS: \$764.00 1100 Teacher Salaries: \$4,000.00</p>						
4.3	<p>MTSS - PBIS and SEL support Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement</p>	Yes	Fully Implemented			\$93,433	\$46,729

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Expenditures associated with this action include the following: Office/attendance clerk salaries and benefits, school uniform fees, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Instructional Materials & Supplies: Resource: Title I, \$4,540 • Professional Services: Resource: Title IV, Part A (ESEA), \$8081.00 						
4.4	<p>Annual stakeholder surveys Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides</p>	Yes	Fully Implemented			\$1,620	\$891

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
4.5	<p>Community outreach and partnerships Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential</p>	Yes	Fully Implemented			\$224,695	\$111,780

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>changes that affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal 5

Goal Description

--

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures



Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

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

Goal 1

Goal Description

BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions	2020-21: 0	2021-22: 0	2022-23: 0	2023-24: 1	2023-24: 0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
(Source: Local Indicator Priority 1)					
Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2020-21: 0%	2021-22: 0%	2022-23: 0%	2023-24: 0%	2023-24: 0%
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0	2022-23: 0	2023-24: 0	2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 92.0%	2021-22: (Spring 2021 to Fall 2021) 84%	2022-23: (Fall 2021 to Fall 2022) 81% This metric has been updated to measure from fall to fall.	2023-24: (Fall 2022 to Fall 2023) 54%	2023-24: (Fall 2022 to Fall 2023) 90.0%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 98.0%	2021-22: (As of 5/12/22) 95.8%	2022-23: (As of 5/12/23) 94.5%	2023-24: (As of 12/15/23) 95.0%	2023-24: 97.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Teacher assignments and credentials Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained.	No	Partially Implemented			\$21,200	\$11,660

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: Payroll fees, teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, and retirement service fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.2	<p>Instructional materials and technology Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.</p> <p>Expenditures associated with this action include the following: Depreciation, technology, Telecom/Internet, textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software</p>	No	Partially Implemented			\$652,145	\$350,440

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>(Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.</p> <p>The following expenditures will be funded by federal Title funds: \$909.00 (Title II), used for technology.</p>						
1.3	<p>Clean and safe facilities that support learning Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security</p>	No	Fully Implemented			\$610,163	\$333,477

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.</p> <p>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, Non instructional student support, and insurance costs (workers compensation, CharterSAFE, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
1.4	<p>Healthy and nutritious meals Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy</p>	Yes	Fully Implemented			\$60,000	\$33,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, and water.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
1.5	<p>Well-orchestrated Home Office support services The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business</p>	No	Fully Implemented			\$943,179	\$518,748

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.</p> <p>Expenditures associated with this action include the following: Home Office management fees (CMO fees), authorizer oversight fees, professional services, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal 2

Goal Description

EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%
Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	2020-21: (As of 5/7/21) 98%	2021-22: (As of 5/13/22) 92%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 12/15/23) 28%	2023-24: 100%
Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)	2020-21: (First semester) 68%	2021-22: (First semester) 90%	2022-23: (First semester) 85%	2023-24: (First semester) 85%	2023-24: 80%
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 120.7	2021-22: (As of 5/13/22) 82.8	This metric will be retired. We are exploring the "Average Grade Level Equivalent Growth from fall	This metric has been retired. We are exploring the "Average Grade Level Equivalent Growth from fall	2023-24: 125.0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
<p>Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)</p>	<p>2018-19:</p> <ul style="list-style-type: none"> All Students: 45.06% English Learners: 6.67% Socioeconomically Disadvantaged: 41.84% Students with Disabilities: 14.29% Hispanic: 44.20% White: 31.71% 	<p>CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> All Students: 43.75% English Learners: 0.00% Students with Disabilities: 6.45% Hispanic: 44.25% White: 32.26% <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> All Students: 65.07% 	<p>to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24.</p> <p>2021-22:</p> <ul style="list-style-type: none"> All Students: 42.86% English Learners: 0.00% Socioeconomically Disadvantaged: 43.36% Students with Disabilities: 3.13% Hispanic: 42.69% White: 38.71% <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> All Students: 43.62% English Learners: 7.94% 	<p>to spring" as our new metric based on myON reading assessments. Baseline is being established in 2023-24.</p> <p>2022-23:</p> <ul style="list-style-type: none"> All Students: 35.29% English Learners: 0.00% Socioeconomically Disadvantaged: 34.55% Students with Disabilities: 6.06% Asian: * Hispanic: 34.11% White: 48.0% <p>IAB ELA Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> All Students: 39.13% 	<p>2022-23:</p> <ul style="list-style-type: none"> All Students: 48.00% English Learners: 11.00% Socioeconomically Disadvantaged: 48.00% Students with Disabilities: 21.00% Hispanic: 50.00% White: 37.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			<ul style="list-style-type: none"> Students with Disabilities: 8.82% Hispanic: 42.32% White: 52.00% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> All Students: 56.13% 		
Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	<p>2018-19: (2019 Dashboard)</p> <ul style="list-style-type: none"> All Students: 17.7 points below standard English Learners: 70.7 points below standard Socioeconomically Disadvantaged: 19.8 points below standard Students with Disabilities: 88.3 points below standard Homeless: 24.9 points below standard Hispanic: 15.7 points below standard White: 37.8 points above standard 	<p>CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 42.8% English Learners: 34.2% Students with Disabilities: 50.0% Hispanic: 42.6% White: 45.2% 	<p>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> All Students: 24.4 points below standard English Learners: 90.5 points below standard Socioeconomically Disadvantaged: 25.1 points below standard Students with Disabilities: 119.4 points below standard Homeless: 30.0 points below standard Hispanic: 24.1 points below standard White: 37.1 points below standard 	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> All Students: 41.1 points below standard English Learners: 109.8 points below standard Socioeconomically Disadvantaged: 41.9 points below standard Students with Disabilities: 134.4 points below standard Asian: * Hispanic: 43.4 points below standard White: 13.0 points below standard 	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> All Students: 11.0 points below standard English Learners: 64.0 points below standard Socioeconomically Disadvantaged: 12.0 points below standard Students with Disabilities: 77.0 points below standard Homeless: 17.0 points below standard Hispanic: 9.0 points below standard White: 30.0 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> All Students: 49.8% English Learners: 40.8% Socioeconomically Disadvantaged: 50.6% Students with Disabilities: 29.3% Hispanic: 50.5% White: 42.9% 	Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 42.8% English Learners: 34.2% Socioeconomically Disadvantaged: 41.7% Students with Disabilities: 50.0% Hispanic: 42.6% White: 45.2% 	Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 49.6% English Learners: 37.9% Socioeconomically Disadvantaged: 50.3% Students with Disabilities: 58.8% Hispanic: 49.1% White: 64.0% 	Fall 2022 to Fall 2023 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 30.4% English Learners: 28.6% Students with Disabilities: 35.0% Hispanic: 30.7% White: 30.0% 	2023-24: <ul style="list-style-type: none"> All Students: 65.0% English Learners: 65.0% Socioeconomically Disadvantaged: 65.0% Students with Disabilities: 65.0% Hispanic: 65.0% White: 65.0%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 23.86% English Learners: 5.00% Socioeconomically Disadvantaged: 23.53% Students with Disabilities: 10.20% Hispanic: 23.73% White: 24.39% 	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments. Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: <ul style="list-style-type: none"> All Students: 21.15% English Learners: 0.00% 	2021-22: <ul style="list-style-type: none"> All Students: 23.32% English Learners: 0.00% Socioeconomically Disadvantaged: 24.05% Students with Disabilities: 6.26% Hispanic: 22% White: 32.26% We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics	2022-23: <ul style="list-style-type: none"> All Students: 17.37% English Learners: 1.85% Socioeconomically Disadvantaged: 16.82% Students with Disabilities: 6.06% Asian: * Hispanic: 16.33% White: 32.0% IAB Math Level 3 and 4 Projection (1/22/24): <ul style="list-style-type: none"> All Students: 29.19% 	2022-23: <ul style="list-style-type: none"> All Students: 30.00% English Learners: 12.00% Socioeconomically Disadvantaged: 30.00% Students with Disabilities: 17.00% Hispanic: 30.00% White: 30.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<ul style="list-style-type: none"> Students with Disabilities: 6.45% Hispanic: 19.83% White: 30.00% <p>IAB Math Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> All Students: 41.27% 	<p>assessments.</p> <p>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> All Students: 20.32% English Learners: 3.17% Students with Disabilities: 5.88% Hispanic: 18.95% White: 36.00% <p>IAB MATH Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> All Students: 28.88% 		
<p>Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)</p>	<p>2018-19: (2019 Dashboard)</p> <ul style="list-style-type: none"> All Students: 74.0 points below standard English Learners: 127.0 points below standard Socioeconomically Disadvantaged: 73.8 points below standard Students with Disabilities: 142.9 points below standard Homeless: 53.0 points below standard 	<p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:</p>	<p>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> All Students: 79.3 points below standard English Learners: 143.6 points below standard Socioeconomically Disadvantaged: 78.9 points below standard Students with Disabilities: 159.1 points below standard Homeless: 62.6 points above standard 	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> All Students: 94.6 points below standard English Learners: 140.6 points below standard Socioeconomically Disadvantaged: 94.5 points below standard Students with Disabilities: 156.9 points below standard Asian: * Hispanic: 97.6 points below standard 	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> All Students: 68.0 points below standard English Learners: 110.0 points below standard Socioeconomically Disadvantaged: 68.0 points below standard Students with Disabilities: 115.0 points below standard Homeless: 47.0 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<ul style="list-style-type: none"> Hispanic: 74.3 points below standard White: 73.4 points above standard 	<ul style="list-style-type: none"> All Students: 47.8% English Learners: 41.7% Students with Disabilities: 53.3% Hispanic: 46.8% White: 56.7% 	<ul style="list-style-type: none"> Hispanic: 81.6 points below standard White: 62.0 points above standard 	<ul style="list-style-type: none"> White: 53.0 points above standard 	<ul style="list-style-type: none"> Hispanic: 68.0 points below standard White: 68.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> All Students: 48.5% English Learners: 57.1% Socioeconomically Disadvantaged: 47.2% Students with Disabilities: 42.5% Hispanic: 47.1% White: 65.7% 	Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 47.8% English Learners: 41.7% Socioeconomically Disadvantaged: 49.4% Students with Disabilities: 53.3% Hispanic: 46.8% White: 56.7% 	Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 44.8% English Learners: 37.3% Socioeconomically Disadvantaged: 45.3% Students with Disabilities: 50.0% Hispanic: 43.9% White: 56.0% 	Fall 2022 to Fall 2023 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 31.0% English Learners: 47.1% Students with Disabilities: 45.0% Hispanic: 29.9% White: 40.0% 	2023-24: <ul style="list-style-type: none"> All Students: 65.0% English Learners: 65.0% Socioeconomically Disadvantaged: 65.0% Students with Disabilities: 65.0% Hispanic: 65.0% White: 70.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: (2019 Dashboard) 52.7%	2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. 2022 ELPAC Percentage of Students at Each Performance Level: <ul style="list-style-type: none"> Level 4: 23% Level 3: 37% Level 3: 23% Level 1: 17% 	2021-22: (2022 Dashboard) 55.3%	2022-23: (2023 Dashboard) 44.4%	2022-23: (2023 Dashboard) 54.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 12.5%	2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 23%	2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 22.64%	2023-24 RFEP data is not available. The following is the 2023 summative ELPAC percentage for the Level 4 performance level. 2023 ELPAC Percentage of Students Level 4: 12.90%	2023-24: 15.0%
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 29.77% English Learners: 0.00% Socioeconomically Disadvantaged: 30.87% Students with Disabilities: 4.55% Hispanic: 31.90% White: 7.69% 	CAST assessments were waived during the 2019-20 and 2020-21 school years.	2021-22: <ul style="list-style-type: none"> All Students: 20.00% English Learners: 0.00% Socioeconomically Disadvantaged: 17.99% Students with Disabilities: 0.00% Hispanic: 20.00% 	2022-23: <ul style="list-style-type: none"> All Students: 24.64% English Learners: * Socioeconomically Disadvantaged: 23.73% Students with Disabilities: 8.33% Hispanic: 24.59% 	2022-23: <ul style="list-style-type: none"> All Students: 35.00% English Learners: 10.00% Socioeconomically Disadvantaged: 37.00% Students with Disabilities: 11.00% Hispanic: 37.00% White: 14.00%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Broad course of study and standards-based curriculum Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition,	No	Fully Implemented			\$1,224,917	\$593,070

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary, unemployment insurance, benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title I funds: Unemployment Insurance, Health & Welfare benefits, OASDI/Medicare, STRS, and Teacher Salaries. 3500 Unemployment Insurance \$537.41 3400 Health & Welfare Benefits \$9,057.70 3300 OASDI/Medicare \$1,558.49 3100 STRS \$20,529.02 1100 Teacher Salaries \$98,208.00</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.2	<p>Professional development for high-quality instruction Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff</p>	Yes	Partially Implemented			\$49,000	\$26,950

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>development days and tailor staff development to individual staff needs.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Services & Other Operating Expenses - Professional Development: Resource: Title II Prof Dev-Other: \$20,384.00 4127 Title IV, Part A : Prof Development \$4,500.00 						
2.3	<p>MTSS - Academic enrichment, intervention, and student support</p> <p>Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated</p>	Yes	Partially Implemented			\$833,064	\$404,215

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I/ELD coordinator salary and benefits, instructional aide salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (IXL, Accelerated Reader, Paper, BrainPOP, Cityspan, Newsela, and myON.)</p> <p>The following expenditures will be funded by federal Title funds: 4127 Title IV, Part A ESEA (ESSA) 4340 Education Software: \$11,180.00</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	3010 Title I 4340 Education Software: \$14,325.00 3010 Title I 3500 Unemployment Insurance: \$531.65 3010 Title I 3300 OASDI/Medicare: \$1,541.78 3010 Title I 3100 STRS: \$20,309.03 3010 Title I 1300 Cert Admins: \$4,000.00 3010 Title I 1100 Teacher Salaries: \$102,330.00						
2.4	Designated and integrated ELD programs Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-	Yes	Partially Implemented			106,923	\$51,323

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: MPS ELD Coordinator salary and benefits, EL instructional aide salary and benefits</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
2.5	<p>Support for students with disabilities Students with disabilities will receive services and supports as listed in their Individualized</p>	No	Fully Implemented			\$858,638	\$426,653

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED salaries and benefits, outsourced SPED services</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: \$8,000 (Non-personnel): Title IV, Part A ESEA (ESSA), Professional Services						

Goal 3

Goal Description
INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 19%	2021-22: (As of 5/13/22) 21%	2022-23: (As of 5/12/23) 23%	2023-24: (As of 1/22/24) 17%	2023-24: 20%
Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 99%	2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 99%	2023-24: 100%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>College/Career readiness programs and activities Charter School will promote a college-going culture through college visits, college/career days, and other college related activities.</p> <p>Expenditures associated with this action include the following: college/career related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	Yes	Partially Implemented				
3.2	<p>STEAM and GATE programs Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide</p>	Yes	Partially Implemented			\$1,001	\$551

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.</p> <p>Expenditures associated with this action include the following: supplemental science and math competition/program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
3.3	<p>Digital literacy and citizenship programs Charter School will educate our students and staff in digital literacy</p>	Yes	Partially Implemented			\$8,720	\$4,796

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.</p> <p>Expenditures associated with this action include the following: computer teacher salary and benefits, and internet security program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Educational Software: Resource: Title IV, Part A, Amount: \$3,000 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.4	<p>Physical education, activity, and fitness</p> <p>Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and</p>	Yes	Fully Implemented			\$368,999	\$177,295

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
3.5	<p>Additional programs and activities that support well-rounded education</p> <p>In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits for additional</p>	Yes	Fully Implemented			\$847,039	\$414,557

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal 4

Goal Description

CONNECTION: All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 7	2021-22: (As of 5/13/22) 4	This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings.	This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings.	2023-24: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 4	2021-22: (As of 5/13/22) 4	2022-23: (As of 5/12/23) 4	2023-24: (As of 1/22/24) 2	2023-24: 4
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 21	2021-22: (As of 5/13/22) 6	2022-23: (As of 5/12/23) 8	2023-24: (As of 1/22/24) 4	2023-24: 8
Number of activities/events for parent involvement per	2020-21: (As of 5/16/21) 42	2021-22: (As of 5/13/22) 28	2022-23: (As of 5/12/23) 27	2023-24: (As of 1/22/24) 23	2023-24: 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
year (Source: Local Indicator Priority 3)					
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: 4	2022-23: 4	2023-24: (As of 1/22/24) 2	2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 18.7%	2021-22: (As of 5/13/22) 2.1%	2022-23: (As of 5/12/23) 13.9%	2023-24: (As of 1/22/24) 23.3%	2023-24: 20.0%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 98.98%	2021-22: (P-2 ADA) 90.65%	2022-23: (P-2 ADA) 92.01%	2023-24: (P-1 ADA) 93.86%	2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 2.7%	2021-22: (As of 5/13/22) 27.7%	2021-22: (2022 Dashboard) 28.4% 2022-23: (As of 5/12/23) 26.1%	2022-23: (2023 Dashboard) 28.4% 2023-24: (As of 1/22/24) 19.0%	2022-23: (2023 Dashboard) 3.0%
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%	2021-22: (As of 5/13/22) 0%	2022-23: (As of 5/12/23) 0%	2023-24: (As of 1/22/24) 1.0%	2023-24: 0.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 5/13/22) 1.0%	2021-22: (2022 Dashboard) 2.4% 2022-23: (As of 5/12/23) 2.3%	2022-23: (2023 Dashboard) 2.5% 2023-24: (As of 1/22/24) 3.1%	2022-23: (2023 Dashboard) 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 5/13/22) 0.00%	2021-22: (CDE DataQuest) 0.00% 2022-23: (As of 5/12/23) 0.25%	2022-23: (CDE DataQuest) 0.00% 2023-24: (As of 1/22/24) 0.24%	2022-23: (CDE DataQuest) 0.00%
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 94.1% Families: 41.5% Staff: 100.0%	2021-22: Students: 100% Families: 54.3% Staff: 100%	2022-23: Students: 100% Families: 74.9% Staff: 100%	Survey administration will be done in February 2024 and data will be available in March 2024.	2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 79% Families: 97% Staff: 92%	2021-22: Students: 72.0% Families: 96.0% Staff: 84.0%	2022-23: Students: 59% Families: 93% Staff: 77%	Survey administration will be done in February 2024 and data will be available in March 2024.	2023-24: Students: 80% Families: 95% Staff: 90%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 93%	2021-22: (Spring 2021 to Fall 2021) 96%	2022-23: (Spring 2022 to Fall 2022) 92%	2023-24: (Spring 2023 to Fall 2023) 94.26%	2023-24: (Spring 2023 to Fall 2023) 90%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<p>Seeking family input for decision making</p> <p>Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF)/ PAC meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP</p>	Yes	Fully Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.</p> <p>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees and stipends for staff participation/service to SSC, ELAC, and Board Meetings.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
4.2	<p>Building partnerships with families for student outcomes Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the</p>	Yes	Partially Implemented			\$237,276	\$115,872

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p> <p>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, Director of Outreach & Community Engagement salary and benefits, and Office Manager/Administrative assistant salaries and benefits.</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>The following expenditures will be funded by federal Title funds:</p> <p>3010 Title I 5800 Professional Services: \$7,500.00</p> <p>3010 Title I 3500 Unemployment Insurance: \$30.00</p> <p>3010 Title I 3300 OASDI/Medicare: \$87.00</p> <p>3010 Title I 3100 STRS: \$1,146.00</p> <p>3010 Title I 1100 Teacher Salaries: \$6,000.00</p>						
4.3	<p>MTSS - PBIS and SEL support</p> <p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will</p>	Yes	Partially Implemented			\$382,700	\$185,867

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Dean of Students salary and benefits,</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>office/attendance clerk salaries and benefits, school uniform fees, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.</p> <p>The following expenditures will be funded by federal Title funds: 3010 Title I 4310 Ins Mats & Sups: \$4,053.00</p>						
4.4	<p>Annual stakeholder surveys Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to</p>	Yes	Partially Implemented			\$2,000	\$1,100

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
4.5	<p>Community outreach and partnerships Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding,</p>	Yes	Partially Implemented			\$223,341	\$110,097

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>outreach, and partnership expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy - Santa Ana	Steven Keskindurk & Maria Czerner-Rowell Site Director/Secondary Principal & Elementary Principal	skeskinturk@magnoliapublicschools.org & mrowell@magnoliapublicschools.org (714) 479-0115

Goal 1

Goal Description

BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0	2022-23: 0	2023-24: 0	2023-24: 0
Percentage of students without access to their own	2020-21: 0%	2021-22: 0%	2022-23: 0%	2023-24: 0%	2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)					
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0	2022-23: 0	2023-24: 0	2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 94.0%	2021-22: (Spring 2021 to Fall 2021) 64%	2022-23: (Fall 2021 to Fall 2022) 86% This metric has been updated to measure from fall to fall.	2023-24: (Fall 2022 to Fall 2023) 75%	2023-24: (Fall 2022 to Fall 2023) 85.0%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 99.1%	2021-22: (As of 5/12/22) 97.1%	2022-23: (As of 5/12/23) 96%	2023-24: (As of 12/15/23) 95.5%	2023-24: 97.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Teacher assignments and credentials Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure	No	Fully Implemented			\$38,425	\$21,134

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
1.2	<p>Instructional materials and technology Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed</p>	No	Fully Implemented			\$1,175,620	\$646,591

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review the alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter schools will annually review budgets and plan to ensure an adequate budget for instructional materials. Charter schools will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards-aligned instructional programs.</p> <p>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.</p> <p>The following expenditures will be funded by federal Title funds:</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Non personnel Federal Resource 4035 Title II 5940 Technology \$963.54						
1.3	<p>Clean and safe facilities that support learning Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter</p>	No	Fully Implemented			\$629,547	\$336,310

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.</p> <p>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
1.4	<p>Healthy and nutritious meals Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model</p>	Yes	Fully Implemented			\$44,446	\$23,127

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
1.5	<p>Well-orchestrated Home Office support services The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables</p>	No	Fully Implemented			\$1,890,663	\$1,039,865

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.</p> <p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal 2

Goal Description

EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)					
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%
Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	2020-21: (As of 5/7/21) 45%	2021-22: (As of 5/13/22) 51%	2022-23: (As of 5/12/23) 52%	2023-24: (As of 12/15/23) 49%	2023-24: 100%
Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)	2020-21: (First semester) 69%	2021-22: (First semester) 85%	2022-23: (First semester) 89%	2023-24: (First semester) 86%	2023-24: 80%
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 126.5	2021-22: (As of 5/13/22) 39.9	This metric will be retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24.	This metric has been retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline is being established in 2023-24.	2023-24: 130

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> • All Students: 34.23% • English Learners: 9.28% • Socioeconomically Disadvantaged: 32.47% • Students with Disabilities: 12.07% • Homeless: 32.43% • Hispanic: 31.18% • White: 73.33% 	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: <ul style="list-style-type: none"> • All Students: 38.26% • English Learners: 9.26% • Students with Disabilities: 27.78% • Hispanic: 34.88% • White: 72.73% IAB ELA Level 3 and 4 Projection (5/13/22): <ul style="list-style-type: none"> • All Students: 53.97% 	2021-22: <ul style="list-style-type: none"> • All Students: 36.65% • English Learners: 7.69% • Socioeconomically Disadvantaged: 33.77% • Students with Disabilities: 12.77% • Hispanic: 33.6% • White: 81.82% We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments. Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC: <ul style="list-style-type: none"> • All Students: 37.13% • English Learners: 10.20% • Students with Disabilities: 23.64% • Hispanic: 33.21% • White: 61.90% 	2022-23: <ul style="list-style-type: none"> • All Students: 43.68% • English Learners: 4.84% • Socioeconomically Disadvantaged: 39.66% • Students with Disabilities: 24.45% • Asian: * • Hispanic: 41.42% • White: 57.9% IAB ELA Level 3 and 4 Projection (1/22/24): <ul style="list-style-type: none"> • All Students: 47.00% 	2022-23: <ul style="list-style-type: none"> • All Students: 38.00% • English Learners: 12.00% • Socioeconomically Disadvantaged: 38.00% • Students with Disabilities: 16.00% • Homeless: 38.0% • Hispanic: 37.00% • White: 74.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			IAB ELA Level 3 and 4 Projection (5/12/23): <ul style="list-style-type: none"> All Students: 54.84% 		
Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> All Students: 34.5 points below standard English Learners: 68.0 points below standard Socioeconomically Disadvantaged: 40.2 points below standard Students with Disabilities: 80.2 points below standard Homeless: 28.8 points below standard Hispanic: 42.8 points below standard White: 83.9 points above standard 	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 46.0% English Learners: 43.1% Students with Disabilities: 45.3% Hispanic: 45.3% White: 50.0% 	2021-22: (2022 Dashboard) <ul style="list-style-type: none"> All Students: 30.7 points below standard English Learners: 76.3 points below standard Socioeconomically Disadvantaged: 37.8 points below standard Students with Disabilities: 96.1 points below standard Homeless: 72.5 points below standard Hispanic: 39.9 points below standard White: 88.2 points above standard 	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 14.6 points below standard English Learners: 56.2 points below standard Socioeconomically Disadvantaged: 23.4 points below standard Students with Disabilities: 75.7 points below standard Asian: * Hispanic: 21.2 points below standard White: 71.9 points above standard 	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 28.0 points below standard English Learners: 60.0 points below standard Socioeconomically Disadvantaged: 33.0 points below standard Students with Disabilities: 72.0 points below standard Homeless: 22.0 points below standard Hispanic: 36.0 points below standard White: 80.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> All Students: 42.7% English Learners: 40.3% 	Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 46.0% 	Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 58.3% 	Fall 2022 to Fall 2023 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 58.0% 	2023-24: <ul style="list-style-type: none"> All Students: 60.0% English Learners: 54.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 43.3% Students with Disabilities: 36.5% Hispanic: 42.6% White: 31.3% 	<ul style="list-style-type: none"> English Learners: 43.1% Socioeconomically Disadvantaged: 46.4% Students with Disabilities: 45.3% Hispanic: 45.3% White: 50.0% 	<ul style="list-style-type: none"> English Learners: 62.2% Socioeconomically Disadvantaged: 57.4% Students with Disabilities: 55.2% Hispanic: 58.2% White: 60.5% 	<ul style="list-style-type: none"> English Learners: 57.3% Students with Disabilities: 50.0% Hispanic: 58.0% White: 62.5% 	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 60.0% Students with Disabilities: 58.0% Hispanic: 60.0% White: 44.0%
<p>Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</p>	<p>2018-19:</p> <ul style="list-style-type: none"> All Students: 28.61% English Learners: 10.0% Socioeconomically Disadvantaged: 26.36% Students with Disabilities: 12.06% Homeless: 27.03% Hispanic: 25.29% White: 73.33% 	<p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> All Students: 25.87% English Learners: 5.41% Students with Disabilities: 12.96% Hispanic: 22.65% 	<p>2021-22:</p> <ul style="list-style-type: none"> All Students: 28.67% English Learners: 5.21% Socioeconomically Disadvantaged: 25.85% Students with Disabilities: 12.50% Homeless: 0.00% Hispanic: 25.67% White: 72.72% <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics assessments.</p>	<p>2022-23:</p> <ul style="list-style-type: none"> All Students: 34.77% English Learners: 7.94% Socioeconomically Disadvantaged: 30.77% Students with Disabilities: 19.56% Asian: * Hispanic: 31.12% White: 52.64% <p>IAB Math Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> All Students: 54.94% 	<p>2022-23:</p> <ul style="list-style-type: none"> All Students: 32.00% English Learners: 15.00% Socioeconomically Disadvantaged: 32.00% Students with Disabilities: 16.00% Homeless: 32.0% Hispanic: 32.00% White: 75.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<ul style="list-style-type: none"> White: 54.55% IAB Math Level 3 and 4 Projection (5/13/22): <ul style="list-style-type: none"> All Students: 43.61% 	Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC: <ul style="list-style-type: none"> All Students: 31.17% English Learners: 9.09% Students with Disabilities: 14.81% Hispanic: 26.02% White: 61.90% IAB ELA Level 3 and 4 Projection (5/12/23): <ul style="list-style-type: none"> All Students: 61.92% 		
Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> All Students: 50.8 points below standard English Learners: 79.4 points below standard Socioeconomically Disadvantaged: 56.4 points below standard Students with Disabilities: 93.6 points below standard Homeless: 54.7 points below standard Hispanic: 60.3 points below standard 	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 61.5% 	2021-22: (2022 Dashboard) <ul style="list-style-type: none"> All Students: 59.1 points below standard English Learners: 93 points below standard Socioeconomically Disadvantaged: 66.0 points below standard Students with Disabilities: 119.2 points below standard Homeless: 113.2 points below standard Hispanic: 66.8 points below standard 	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 39.9 points below standard English Learners: 74.7 points below standard Socioeconomically Disadvantaged: 48.9 points below standard Students with Disabilities: 88.3 points below standard Asian: * Hispanic: 50.0 points below standard 	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 42.0 points below standard English Learners: 73.0 points below standard Socioeconomically Disadvantaged: 50.0 points below standard Students with Disabilities: 85.0 points below standard Homeless: 46.0 points below standard Hispanic: 52.0 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<ul style="list-style-type: none"> White: 73.0 points above standard 	<ul style="list-style-type: none"> English Learners: 54.3% Students with Disabilities: 46.9% Hispanic: 61.4% White: 58.3% 	<ul style="list-style-type: none"> White: 58.5 points above standard 	<ul style="list-style-type: none"> White: 45.4 points above standard 	<ul style="list-style-type: none"> White: 50.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> All Students: 40.5% English Learners: 35.9% Socioeconomically Disadvantaged: 40.0% Students with Disabilities: 32.9% Hispanic: 39.7% White: 44.4% 	Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 61.5% English Learners: 54.3% Socioeconomically Disadvantaged: 62.0% Students with Disabilities: 46.9% Hispanic: 61.4% White: 58.3% 	Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 66.3% English Learners: 61.3% Socioeconomically Disadvantaged: 65.8% Students with Disabilities: 53.1% Hispanic: 64.8% White: 68.4% 	Fall 2022 to Fall 2023 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 62.4% English Learners: 66.3% Students with Disabilities: 65.4% Hispanic: 60.6% White: 70.8% 	2023-24: <ul style="list-style-type: none"> All Students: 50.0% English Learners: 44.0% Socioeconomically Disadvantaged: 50.0% Students with Disabilities: 51.0% Hispanic: 50.0% White: 55.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: (2019 Dashboard) 41.9%	2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. 2022 ELPAC Percentage of Students at Each Performance Level: <ul style="list-style-type: none"> Level 4: 14% Level 3: 34% Level 2: 37% Level 1: 15% 	2021-22: (2022 Dashboard) 48.2%	2022-23: (2023 Dashboard) 73.3%	2022-23: (2023 Dashboard) 45.0%
Percentage of ELs reclassified to Fluent	2020-21: 6.1%	2021-22 RFEP data is not available. The following is	2022-23 RFEP data is not available. The following is	2023-24 RFEP data is not available. The following is	2023-24: 15.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
English Proficient (RFEP) annually (Source: CDE DataQuest)		the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 14%	the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 13.02%	the 2023 summative ELPAC percentage for the Level 4 performance level. 2023 ELPAC Percentage of Students Level 4: 23.13%	
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 16.47% English Learners: 1.92% Socioeconomically Disadvantaged: 16.54% Students with Disabilities: 0.00% Homeless: 17.65% Hispanic: 14.58% White: 30.76% 	CAST assessments were waived during the 2019-20 and 2020-21 school years.	2021-22: <ul style="list-style-type: none"> All Students: 22.66% English Learners: 0.00% Socioeconomically Disadvantaged: 19.80% Students with Disabilities: 8.33% Hispanic: 22.03% 	2022-23: <ul style="list-style-type: none"> All Students: 29.63% English Learners: 4.17% Socioeconomically Disadvantaged: 28.42% Students with Disabilities: 12.5% Hispanic: 26.59% 	2022-23: <ul style="list-style-type: none"> All Students: 20.00% English Learners: 10.00% Socioeconomically Disadvantaged: 20.00% Students with Disabilities: 10.00% Homeless: 20.0% Hispanic: 20.00% White: 32.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Broad course of study and standards-based curriculum Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition,	No	Fully Implemented			\$2,907,326	\$1,403,209

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>certain programs and services are dependent on student needs and interests. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • 3500 Unemployment Insurance: Resource: Title 1,; Amount: \$467.53 • 3400 Health and Welfare Benefits: Resource Title1: Amount: \$11,322.17 • 3300 Oasdi/Medicare: Title 1: \$1,355.82 • 3100 STRS: resource Title 1: \$17,859.45 • 1100 Teachers Salaries Resource: Title 1: \$93,434.00 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.2	<p>Professional development for high-quality instruction Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction</p>	Yes	Fully Implemented			\$120,606	\$64,300

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.</p> <p>The following expenditures will be funded by federal Title funds: Non Personnel Federal 4035 Title II 5864 Prof. Dev-Other \$27,295.00</p>						
2.3	<p>MTSS - Academic enrichment, intervention, and student support Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will</p>	Yes	Fully Implemented			\$669,622	\$328,048

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Infinite Campus fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Accelerated Reader, Standards Plus, Quizizz, Padlet, BrainPOP, NextGenMath, Spelling City, Seesaw, and MyON.)</p> <p>The following expenditures will be funded by federal Title funds: Non personnel 4127 Title IV, Part A 4340 Educat Software \$3,353.84</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Non personnel 3010 Title I 4340 Educat Software \$46,042.91						
2.4	<p>Designated and integrated ELD programs</p> <p>Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD</p>	Yes	Fully Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, and EL instructional aide salary and benefits.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
2.5	<p>Support for students with disabilities Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students</p>	No	Fully Implemented			\$938,179	\$463,001

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • 1100 Teacher Salaries: Resource 3010 Title 1: \$13,816.00 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> 3100 STRS: Resource: 3010 Title I; Amount: \$2,638.86 3300 OASDI/Medicare: Resource: 3010 Title I; Amount: \$200.33 3400 Health & Welfare Benefits: Resource: 3010 Title I; Amount: \$1,437.73 3500 Unemployment Insurance: Resource: 3010 Title I; Amount: \$69.08 						

Goal 3

Goal Description

INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2018-19: 77.8%	2021 Dashboard CCI data is not available. 2021-22: (Projected as of 5/13/22) 34.2%	2022 Dashboard CCI data is not available. 2022-23: (Projected as of 5/12/23) 79.3%	2022-23: (2023 Dashboard) 72.4%	2022-23: (2023 Dashboard) 70.0%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy	2018-19: 50.0%	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.	2021-22: 61.76% We have used the	2022-23: 61.11%	2022-23: 53.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
assessments (Source: CDE DataQuest)		<p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> Grade 11 Students: 54.84% <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> Grade 11 Students: 64.47% 	<p>Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> Grade 11 Students: 61.11% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> Grade 11 Students: 51.96% 	<p>IAB ELA Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> Grade 11 Students: 67.69% 	
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: 55.56%	<p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.</p>	<p>2021-22: 29.41%</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics assessments.</p> <p>Spring 2023 MAP Mathematics - Proficiency</p>	<p>2022-23: 33.33%</p> <p>IAB Math Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> Grade 11 Students: 57.14% 	2022-23: 60.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: <ul style="list-style-type: none"> Grade 11 Students: 30.30% IAB Math Level 3 and 4 Projection (5/13/22): <ul style="list-style-type: none"> Grade 11 Students: 33.10% 	Projection for 2022-23 SBAC: <ul style="list-style-type: none"> Grade 11 Students: 44.44% IAB Math Level 3 and 4 Projection (5/12/23): <ul style="list-style-type: none"> Grade 11 Students: 70.86% 		
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: 47.8%	2020-21: 47.1%	2021-22: 66.7%	2022-23: 56.0%	2022-23: 45.0%
Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2019-20: 48.1%	2020-21: 54.2%	2021-22: 21.1%	2022-23: 27.6%	2022-23: 45.0%
Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	2020-21: (As of 5/16/21) 28.6%	2021-22: (As of 5/13/22) 39.5%	2021-22: (2022 Dashboard) 36.6% 2022-23: (As of 5/12/23) 51.7%	2022-23: (As of 1/22/24) 60.0%	2022-23: (2023 Dashboard) 40.0%
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 100%	2020-21: 86.4% 2021-22: (As of 5/13/22) 71.1%	2021-22: (CDE DataQuest) 86.5% 2022-23: (As of 5/12/23) 100%	2022-23 (CDE DataQuest): 100.0%	2022-23 (CDE DataQuest): 85.0%
Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 45.0%	2021-22: (As of 5/13/22) 13.2%	2021-22: (CDE DataQuest) 16.2%	2022-23 (CDE DataQuest): 20.7%	2022-23 (CDE DataQuest): 30.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			2022-23: (As of 5/12/23) 24.1%		
Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 40.0%	2021-22: (As of 5/13/22) 23.7%	2021-22: (CDE DataQuest) 21.6% 2022-23: (As of 5/12/23) 34.5%	2022-23 (CDE DataQuest): 34.5%	2022-23 (CDE DataQuest): 30.0%
Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2020-21: (As of 5/16/21) 60.0%	2021-22: (As of 5/13/22) 34.2%	2022-23: (As of 5/12/23) 51.7%	2023-24: (As of 1/22/24) 51.7%	2023-24: 30.0%
Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	2020-21: (As of 5/16/21) 65.0%	2021-22: (As of 5/13/22) 79%	2022-23: (As of 5/12/23) 90%	Data will be available in May 2024.	2023-24: 80.0%
Percentage of high school completers accepted to a 4-year college (Source: Naviance)	2020-21: (As of 5/16/21) 60.0%	2021-22: (As of 5/13/22) 66%	2022-23: (As of 5/12/23) 79%	Data will be available in May 2024.	2023-24: 50.0%
College-Going Rate (Source: CDE DataQuest)	Class of 2018: 57.1%	Class of 2019 data is not available.	Class of 2019: 73.5% Class of 2020: 63%	Class of 2021: 75.0%	Class of 2021: 60.0%
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 5%	2021-22: (As of 5/13/22) 3%	2022-23: (As of 5/12/23) 6%	2023-24: (As of 1/22/24) 11%	2023-24: 10%
Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%	2021-22: (As of 5/13/22) 64%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 97%	2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 90%	2021-22: (As of 5/13/22) 91%	2022-23: (As of 5/12/23) 99%	2023-24: (As of 1/22/24) 43%	2023-24: 90%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>College/Career readiness programs and activities</p> <p>Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college-related activities. Charter School will also explore CTE options to provide students with opportunities to explore a</p>	Yes	Fully Implemented			\$114,352	\$54,889

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.</p> <p>Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
3.2	<p>STEAM and GATE programs Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles,</p>	Yes	Fully Implemented			\$636	\$350

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.</p> <p>Expenditures associated with this action include the following: supplemental science program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • 4340 Educational Software Resource: 4127 Title IV, Part A \$636.00 						
3.3	<p>Digital literacy and citizenship programs</p> <p>Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes</p>	Yes	Partially Implemented			\$284,626	\$136,872

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.</p> <p>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> 4340 Educational Software Resource: 4127 Title IV, Part A \$3,587.04 						
3.4	Physical education, activity, and fitness	Yes	Fully Implemented			\$384,847	\$192,754

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds:</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> 4340 Educational Software Resource: 4127 Title IV, Part A \$424.00 						
3.5	<p>Additional programs and activities that support well-rounded education</p> <p>In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded</p>	Yes	Fully Implemented			\$665,857	\$330,330

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A						

Goal 4

Goal Description

CONNECTION: All students, families, staff, and other educational partners will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3	2021-22: (As of 5/13/22) 4	This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings.	This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings.	2023-24: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3	2021-22: (As of 5/13/22) 4	2022-23: (As of 5/12/23) 4	2023-24: (As of 1/22/24) 2	2023-24: 4
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 36	2021-22: (As of 5/13/22) 4	2022-23: (As of 5/12/23) 4	2023-24: (As of 1/22/24) 2	2023-24: 8
Number of activities/events for parent involvement per	2020-21: (As of 5/16/21) 42	2021-22: (As of 5/13/22) 35	2022-23: (As of 5/12/23) 50	2023-24: (As of 1/22/24) 21	2023-24: 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
year (Source: Local Indicator Priority 3)					
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: 4	2022-23: 4	2023-24: (As of 1/22/24) 2	2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 8.7%	2021-22: (As of 5/13/22) 19.8%	2022-23: (As of 5/12/23) 27.6%	2023-24: (As of 1/22/24) 1.0%	2023-24: 20.0%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 97.61%	2021-22: (P-2 ADA) 94.20%	2022-23: (P-2 ADA) 94.15%	2023-24: (P-1 ADA) 94.38%	2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 5.3%	2021-22: (As of 5/13/22) 11.2%	2021-22: (2022 Dashboard) 11.6% 2022-23: (As of 5/12/23) 17.0%	2022-23: (2023 Dashboard) 16.8% 2023-24: (As of 1/22/24) 13.9%	2022-23: (2023 Dashboard) 5.0%
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%	2021-22: (As of 5/13/22) 0.0%	2022-23: (As of 5/12/23) 0%	2023-24: (As of 1/22/24) 10%	2023-24: 0.0%
High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 3.8%	2020-21: 0.0%	2021-22: (CDE DataQuest) 2.5% 2022-23: 3.4%	2022-23: (CDE DataQuest) 0.00% 2023-24: (As of 1/22/24) 0.00%	2022-23: (CDE DataQuest) 0.0%
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: (2020 Dashboard) 100.0%	2020-21: (2021 Dashboard) 97.4%	2021-22: (2022 Dashboard) 92.7% 2022-23: (As of 5/12/23) 100%	2022-23: (2023 Dashboard) 97.2%	2022-23: (2023 Dashboard) 100.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 3/13/22) 1.9%	2021-22: (2022 Dashboard) 2%	2022-23: (2023 Dashboard) 2.6%	2022-23: (2023 Dashboard) 0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			2022-23: (As of 5/12/23) 1.3%	2023-24: (As of 1/22/24) 1.7%	
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 3/13/22) .19%	2021-22: (CDE DataQuest) 0.19% 2022-23: (As of 5/12/23) 0.00%	2022-23: (CDE DataQuest) 0.00% 2023-24: (As of 1/22/24) 0.00%	2022-23: (CDE DataQuest) 0.00%
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 95.3% Families: 72.8% Staff: 100.0%	2021-22: Students: 70% Families: 81.8% Staff: 100%	2022-23: Students: 100% Families: 76.6% Staff: 100%	Survey administration will be done in February 2024 and data will be available in March 2024.	2023-24: Students: 95.0% Families: 80.0% Staff: 100.0%
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 76% Families: 96% Staff: 84%	2021-22: Students: 70% Families: 94% Staff: 88%	2022-23: Students: 73% Families: 94% Staff: 85%	Survey administration will be done in February 2024 and data will be available in March 2024.	2023-24: Students: 75% Families: 95% Staff: 85%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 86%	2021-22: (Spring 2021 to Fall 2021) 86%	2022-23: (Spring 2022 to Fall 2022) 90%	2023-24: (Spring 2023 to Fall 2023) 89.44%	2023-24: (Spring 2023 to Fall 2023) 85%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	Seeking family input for decision making Charter School will hold 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	Yes	Fully Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
4.2	<p>Building partnerships with families for student outcomes Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during</p>	Yes	Partially Implemented			\$321,344	\$157,906

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p> <p>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses,</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • 5800 Professional Services Resource: Title 1: \$26,501.06 • 3500 Unemployment Insurance Resource: Title 1: \$30.00 • 3300 OASDI/Medicare Resource: Title 1: \$87.00 • 3100 STRS Resource: Title 1: \$1146 • 1100 Teacher Salaries: Resource Title 1: \$6,000 						
4.3	<p>MTSS - PBIS and SEL support Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character</p>	Yes	Fully Implemented			\$464,510	\$227,149

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, PDs on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • 4340 Educational Software: Resource: Title IV, Part A: \$6,169.20 • 4310 Instructional Materials and Supplies Resource Title 1: \$13,250.00 • 4345 Non Instructional Student Supplies Resource Title III - Imm. I: \$1,599.54 						
4.4	Annual educational partner surveys	Yes	Fully Implemented			\$2,650	\$1,458

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>The following expenditures will be funded by Federal Title funds: N/A</p>						
4.5	<p>Community outreach and partnerships Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of</p>	Yes	Fully Implemented			\$440,872	\$218,092

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal 5

Goal Description

--

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability 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

Goal 1

Goal Description
BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0	2022-23: 0	2023-24: 1	2023-24: 0
Percentage of students without access to their own copies of standards-	2020-21: 0%	2021-22: 0%	2022-23: 0%	2023-24: 0%	2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)					
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0	2022-23: 0	2023-24: 0	2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 85%	2021-22: (Spring 2021 to Fall 2021) 94%	2022-23: (Fall 2021 to Fall 2022) 68% This metric has been updated to measure from fall to fall.	2023-24: (Fall 2022 to Fall 2023) 75%	2023-24: (Fall 2022 to Fall 2023) 85%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 99.3%	2021-22: (As of 5/12/22) 95%	2022-23: (As of 5/12/23) 97.8%	2023-24: (As of 12/15/23) 97.9%	2023-24: 97.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Teacher assignments and credentials Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned	No	Fully Implemented			\$25,970	\$14,284

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
1.2	<p>Instructional materials and technology Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and</p>	No	Fully Implemented			\$462,340	\$244,810

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.</p> <p>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.</p> <p>The following expenditures will be funded by federal Title funds: Technology: Resource: Title II; Amount: \$963.54</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.3	<p>Clean and safe facilities that support learning Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the</p>	No	Fully Implemented			\$1,098,342	\$601,965

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>supervision of students in non-classroom areas, including before and after school.</p> <p>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses , and insurance costs (workers compensation, CharterSAFE, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
1.4	<p>Healthy and nutritious meals</p> <p>Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food</p>	Yes	Fully Implemented			\$59,377	\$30,570

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments and office supplies related to the Healthy and nutritious meals.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
1.5	<p>Well-orchestrated Home Office support services The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and</p>	No	Fully Implemented			\$583,763	\$321,070

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>external relations. Instructional services are reflected in Goals 2-4.</p> <p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal 2

Goal Description

EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%
Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	2020-21: (As of 5/7/21) 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 84%	2023-24: (As of 12/15/23) 68%	2023-24: 100%
Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)	2020-21: (First semester) 75%	2021-22: (First semester) 90%	2022-23: (First semester) 86%	2023-24: (First semester) 91%	2023-24: 80%
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 30.0	2021-22: (As of 5/13/22) N/A (MyOn was not used)	This metric will be retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24.	This metric has been retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline is being established in 2023-24.	2023-24: 60.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 69.31% English Learners: 40.00% 	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the	2021-22: <ul style="list-style-type: none"> All Students: 62.97% English Learners: 0.00% 	2022-23: <ul style="list-style-type: none"> All Students: 63.01% English Learners: 0.00% 	2022-23: <ul style="list-style-type: none"> All Students: 71% English Learners: 46%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 54.13% Students with Disabilities: 28.07% Two or More Races: 63.79% African American: 40.00% Asian: 76.93% Hispanic: 69.60% White: 73.17% 	<p>Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> All Students: 70.05% English Learners: 16.67% Students with Disabilities: 36.00% Hispanic: 57.86% White: 75.71% <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> All Students: 67.25% 	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 53.60% Students with Disabilities: 26.25% Asian: 87.18% African American: 42.86% Hispanic: 49.65% White: 72.8% 2 or more races: 61.54% <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> All Students: 67.33% English Learners: 20.69% Students with Disabilities: 44.74% Hispanic: 58.70% White: 78.42% 	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 52.03% Students with Disabilities: 33.33% Asian: 64.1% Hispanic: 50.68% White: 73.95% <p>IAB ELA Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> All Students: 64.44% 	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 57% Students with Disabilities: 32% Two or More Races: 65% African American: 46% Asian: 78% Hispanic: 71% White: 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			IAB ELA Level 3 and 4 Projection (5/12/23): <ul style="list-style-type: none"> All Students: 68.73% 		
Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> All Students: 41.0 points above standard English Learners: 8.3 points above standard Socioeconomically Disadvantaged: 8.6 points above standard Students with Disabilities: 53.9 points below standard Two or More Races: 38.1 points above standard African American: 21.3 points below standard Asian: 93.2 points above standard Hispanic: 34.0 points above standard White: 46.7 points above standard 	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 63.0% English Learners: 51.9% Students with Disabilities: 63.8% Hispanic: 62.7% White: 63.6% 	2021-22: (2022 Dashboard) <ul style="list-style-type: none"> All Students: 34.6 points above standard English Learners: 17.9 points below standard Socioeconomically Disadvantaged: 6.8 points above standard Students with Disabilities: 50.6 points below standard African American: 0.1 points above standard Hispanic: 5.7 points above standard White: 50.5 points above standard 	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 27.2 points above standard English Learners: 44.4 points below standard Socioeconomically Disadvantaged: 1.3 points below standard Students with Disabilities: 39.1 points below standard Asian: 41.9 points above standard Hispanic: 4.1 points above standard White: 48.3 points above standard 	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 43.0 points above standard English Learners: 10.0 points above standard Socioeconomically Disadvantaged: 10.0 points above standard Students with Disabilities: 47.0 points below standard Two or More Races: 40.0 points above standard African American: 15.0 points below standard Asian: 94.0 points above standard Hispanic: 36.0 points above standard White: 48.0 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> All Students: 47.3% English Learners: 38.5% Socioeconomically Disadvantaged: 47.1% Students with Disabilities: 31.7% African American: * <ul style="list-style-type: none"> Asian: 55.0% Hispanic: 50.6% White: 44.3% 	Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 63.0% English Learners: 51.9% Socioeconomically Disadvantaged: 63.2% Students with Disabilities: 63.8% Asian: 51.1% Hispanic: 62.7% White: 63.6% 	Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 54.6% English Learners: 59.3% Socioeconomically Disadvantaged: 53.7% Students with Disabilities: 50.7% Asian: 55.6% Hispanic: 55.0% White: 58.1% 	Fall 2022 to Fall 2023 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 58.0% English Learners: 80.0% Students with Disabilities: 46.2% Hispanic: 50.7% White: 59.0% 	2023-24: <ul style="list-style-type: none"> All Students: 65.0% English Learners: 60.0% Socioeconomically Disadvantaged: 65.0% Students with Disabilities: 55.0% African American: 65.0% Asian: 65.0% Hispanic: 65.0% White: 65.0%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 60.62% English Learners: 26.67% Socioeconomically Disadvantaged: 41.29% Students with Disabilities: 22.81% Two or More Races: 56.90% African American: 30.00% Asian: 84.61% Hispanic: 54.40% White: 67.68% 	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments. Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: <ul style="list-style-type: none"> All Students: 48.47% 	2021-22: <ul style="list-style-type: none"> All Students: 49.87% English Learners: 0.00% Socioeconomically Disadvantaged: 36.60% Students with Disabilities: 23.75% Asian: 84.61% African American: 28.58% Hispanic: 37.06% White: 54.41% 2 or more races: 53.85% We have used the	2022-23: <ul style="list-style-type: none"> All Students: 54.65% English Learners: 5.88% Socioeconomically Disadvantaged: 41.22% Students with Disabilities: 34.67% Asian: 71.8% Hispanic: 40.45% White: 67.6% IAB Math Level 3 and 4 Projection (1/22/24): <ul style="list-style-type: none"> All Students: 80.30% 	2022-23: <ul style="list-style-type: none"> All Students: 62.00% English Learners: 30.00% Socioeconomically Disadvantaged: 45.00% Students with Disabilities: 27.00% Two or More Races: 59.0% African American: 36.0% Asian: 86.00% Hispanic: 57.00% White: 69.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<ul style="list-style-type: none"> • English Learners: 10.34% • Students with Disabilities: 16.44% • Hispanic: 33.09% • White: 56.12% <p>IAB Math Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> • All Students: 68.79% 	<p>Measures of Academic Progress (MAP)- Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP- Mathematics assessments.</p> <p>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> • All Students: 53.66% • English Learners: 13.79% • Students with Disabilities: 34.67% • Hispanic: 40.28% • White: 64.08% <p>IAB MATH Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> • All Students: 75.30% 		
<p>Distance from Standard (DFS) on the CAASPP- Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)</p>	<p>2018-19: (2019 Dashboard)</p> <ul style="list-style-type: none"> • All Students: 21.8 points above standard • English Learners: 21.4 points below standard • Socioeconomically Disadvantaged: 	<p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)- Mathematics assessment</p>	<p>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> • All Students: 1.7 points above standard • English Learners: 56.4 points below standard • Socioeconomically Disadvantaged: 	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> • All Students: 8.5 points above standard • English Learners: 60.2 points below standard • Socioeconomically Disadvantaged: 	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> • All Students: 23.0 points above standard • English Learners: 15.0 points below standard • Socioeconomically Disadvantaged:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>18.5 points below standard</p> <ul style="list-style-type: none"> Students with Disabilities: 74.7 points below standard Two or More Races: 16.9 points above standard African American: 37.8 points below standard Asian: 65.6 points above standard Hispanic: 8.7 points above standard White: 32.0 points above standard 	<p>to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 64.8% English Learners: 53.8% Students with Disabilities: 48.6% Hispanic: 62.9% White: 65.9% 	<p>31.6 points below standard</p> <ul style="list-style-type: none"> Students with Disabilities: 74.7 points below standard African American: 42.2 points below standard Hispanic: 39.5 points below standard White: 10.4 points above standard 	<p>27.0 points below standard</p> <ul style="list-style-type: none"> Students with Disabilities: 56.5 points below standard Asian: 34.5 points above standard Hispanic: 22.8 points below standard White: 35.9 points above standard 	<p>12.0 points below standard</p> <ul style="list-style-type: none"> Students with Disabilities: 66.0 points below standard Two or More Races: 19.0 points above standard African American: 30.0 points below standard Asian: 66.0 points above standard Hispanic: 10.0 points above standard White: 33.0 points above standard
<p>Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</p>	<p>2020-21:</p> <ul style="list-style-type: none"> All Students: 47.0% English Learners: 48.1% Socioeconomically Disadvantaged: 41.4% Students with Disabilities: 42.2% African American: * Asian: 37.5% Hispanic: 46.3% White: 48.5% 	<p>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 64.8% English Learners: 53.8% Socioeconomically Disadvantaged: 62.6% Students with Disabilities: 48.6% Asian: 71.1% Hispanic: 62.9% White: 65.9% 	<p>Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 59.9% English Learners: 46.2% Socioeconomically Disadvantaged: 58.7% Students with Disabilities: 47.2% Asian: 59.1% Hispanic: 54.5% White: 64.4% 	<p>Fall 2022 to Fall 2023 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 60.6% English Learners: 50.0% Students with Disabilities: 61.5% Hispanic: 52.2% White: 60.9% 	<p>2023-24:</p> <ul style="list-style-type: none"> All Students: 65.0% English Learners: 65.0% Socioeconomically Disadvantaged: 65.0% Students with Disabilities: 65.0% African American: 65.0% Asian: 65.0% Hispanic: 65.0% White: 65.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: (2019 Dashboard) 53.3%	2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. 2022 ELPAC Percentage of Students at Each Performance Level: <ul style="list-style-type: none"> Level 4: 29.03% Level 3: 38.71% Level 2: 19.35% Level 1: 12.90% 	2021-22: (2022 Dashboard) 69.0%	2022-23: (2023 Dashboard) 73.1%	2022-23: (2023 Dashboard) 55.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 33.3%	2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4 who are reclassified as RFEP: 26%	2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 29.03%	2023-24 RFEP data is not available. The following is the 2023 summative ELPAC percentage for the Level 4 performance level. 2023 ELPAC Percentage of Students Level 4: 34.62%	2023-24: 30.0%
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 55.74% Socioeconomically Disadvantaged: 48.48% Students with Disabilities: 20.00% Homeless: 55.74% Hispanic: 51.35% White: 58.18% 	CAST assessments were waived during the 2019-20 and 2020-21 school years.	2021-22: <ul style="list-style-type: none"> All Students: 53.38% English Learners: 0 Socioeconomically Disadvantaged: 41.51% Students with Disabilities: 26.09% Hispanic: 38.46% 	2022-23: <ul style="list-style-type: none"> All Students: 52.52% English Learners: 0.00% Socioeconomically Disadvantaged: 44.23% Students with Disabilities: 24.19% Hispanic: 46.42% 	2022-23: <ul style="list-style-type: none"> All Students: 57.00% Socioeconomically Disadvantaged: 50.00% Students with Disabilities: 22.00% Homeless: 57.0% Hispanic: 54.00% White: 60.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p>Broad course of study and standards-based curriculum Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	No	Fully Implemented			\$1,556,496	\$753,418

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.2	<p>Professional development for high-quality instruction Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff</p>	Yes	Fully Implemented			\$29,643	\$16,304

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>needs.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Professional development expenses: Resource: Title II; Amount: \$11,621.84 						
2.3	<p>MTSS - Academic enrichment, intervention, and student support</p> <p>Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students,</p>	Yes	Fully Implemented			\$303,753	\$148,863

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>Expenditures associated with this action include the following: Dean of Academics salary and benefits, instructional aide salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, IXL, Quizizz, Membean, Cityspan, Newsela, and myON.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Educational Software:: Resource: 4127 Title IV, Part A ESEA (ESSA); Amount: \$3,370.80 <p>Title I: 4340 Educational Software: \$30,290.84</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	3500 Unemployment Insurance: \$135.00 3300 OASDI/Medicare: \$391.50 3100 STRS: \$5,157.00 1300 Cert. Admin: \$5,000.00 1100 Teacher Salaries: \$22,000.00						
2.4	Designated and integrated ELD programs Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access	Yes	Fully Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
2.5	<p>Support for students with disabilities Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the</p>	No	Fully Implemented			\$967,153	\$482,649

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.</p> <p>The following expenditures will be funded by federal Title funds:</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Instructional Aide Salary and Benefits: Title I ; Amount: \$11,893.45						

Goal 3

Goal Description

INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 27%	2021-22: (As of 5/13/22) 23%	2022-23: (As of 5/12/23) 23%	2023-24: (As of 1/22/24) 22%	2023-24: 20%
Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year	2020-21: (As of 4/16/21) 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
(Source: Local Indicator Priority 7, SIS)					

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>College/Career readiness programs and activities Charter School will promote a college-going culture through college visits, college/career days, and other college related activities.</p> <p>Expenditures associated with this action include the following: college/career related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	Yes	Fully Implemented				
3.2	<p>STEAM and GATE programs Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology,</p>	Yes	Fully Implemented			\$1	\$1

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.</p> <p>Expenditures associated with this action include the following: supplemental science program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
3.3	<p>Digital literacy and citizenship programs Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer</p>	Yes	Fully Implemented			\$848	\$466

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.</p> <p>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Digital literacy and citizenship program fees: Resource: Title IV, Part A; Amount: \$848 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.4	<p>Physical education, activity, and fitness</p> <p>Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be</p>	Yes	Fully Implemented			\$223,025	\$108,144

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	funded by federal Title funds: <ul style="list-style-type: none"> Physical activity, fitness, and equipment expenses: Resource: Title IV, Part A; Amount: \$742 						
3.5	<p>Additional programs and activities that support well-rounded education</p> <p>In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others.</p>	Yes	Fully Implemented			\$390,777	\$200,268

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.</p> <p>The following expenditures will be funded by federal Title funds:N/A</p>						

Goal 4

Goal Description

CONNECTION: All students, families, staff, and other educational partners will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 1	2021-22: (As of 5/13/22) 3	This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings.	This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings.	2023-24: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 2	2021-22: (As of 5/13/22) 2	2022-23: (As of 5/12/23) 3	2023-24: (As of 1/22/24) 0	2023-24: 4
Number of Parent Advisory Committee (PAC) meetings per year	2020-21: (As of 5/16/21) 28	2021-22: (As of 5/13/22) 17	2022-23: (As of 5/12/23) 4	2023-24: (As of 1/22/24) 3	2023-24: 8

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
(Source: Local Indicator Priority 3)					
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 19	2021-22: (As of 5/13/22) 12	2022-23: (As of 5/12/23) 20	2023-24: (As of 1/22/24) 16	2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: 4	2022-23: 4	2023-24: (As of 1/22/24) 2	2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 5.1%	2021-22: (As of 5/13/22) 8%	2022-23: (As of 5/12/23) 13.1%	2023-24: (As of 1/22/24) 1.1%	2023-24: 15.0%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 98.22%	2021-22: (P-2 ADA) 93%	2022-23: (P-2 ADA) 92.80%	2023-24: (P-1 ADA) 94.72%	2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 3.4%	2021-22: (As of 5/13/22) 23.4%	2021-22: (2022 Dashboard) 24.7%	2022-23: (2023 Dashboard) 21.6%	2022-23: (2023 Dashboard) 6.0%
			2022-23: (As of 5/12/23) 24.6%	2023-24: (As of 1/22/24) 17.5%	
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%	2021-22: (As of 5/13/22) 0%	2022-23: (As of 5/12/23) 0%	2023-24: (As of 1/22/24) 0.00%	2023-24: 0.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 5/13/22) 3%	2021-22: (2022 Dashboard) 3.4%	2022-23: (2023 Dashboard) 2.5%	2022-23: (2023 Dashboard) 1.0%
			2022-23: (As of 5/12/23) 2.2%	2023-24: (As of 1/22/24) 0.9%	
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 5/13/22) 0.00%	2021-22: (CDE DataQuest) 0.23%	2022-23: (CDE DataQuest) 0.00%	2022-23: (CDE DataQuest) 0.00%
			2022-23: (As of 5/12/23) 0.00%	2023-24: (As of 1/22/24) 0.00%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 94.7% Families: 67.9% Staff: 100.0%	2021-22: Students: 92.8% Families: 71.1% Staff: 100%	2022-23: Students: 95.7% Families: 66.6% Staff: 96.9%	Survey administration will be done in February 2024 and data will be available in March 2024.	2023-24: Students: 90.0% Families: 67.0% Staff: 90.0%
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 76% Families: 97% Staff: 95%	2021-22: Students: 66% Families: 96% Staff: 95%	2022-23: Students: 67% Families: 95% Staff: 86%	Survey administration will be done in February 2024 and data will be available in March 2024.	2023-24: Students: 74% Families: 85% Staff: 85%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 85%	2021-22: (Spring 2021 to Fall 2021) 87.46%	2022-23: (Spring 2022 to Fall 2022) 91%	2023-24: (Spring 2023 to Fall 2023) 88.57%	2023-24: (Spring 2023 to Fall 2023) 85%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<p>Seeking family input for decision making</p> <p>Charter School will hold 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. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize</p>	Yes	Fully Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.</p> <p>Expenditures associated with this action include the following: parent meeting expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
4.2	<p>Building partnerships with families for student outcomes Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the</p>	Yes	Fully Implemented			\$196,187	\$100,511

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p> <p>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits.</p> <p>The following expenditures will be funded by federal Title funds:</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> Stipends for home visits and Professional Services: Resource: Title I, Part A; Amount: \$6,207.31 						
4.3	<p>MTSS - PBIS and SEL support Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and</p>	Yes	Fully Implemented			\$255,542	\$124,513

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>ATSI: Our attendance team will continue to provide support to our African American students and their guardians to decrease student chronic absenteeism as stated in our handbook.</p> <p>Expenditures associated with this action include the following: Dean of Students salary and benefits,</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Educational Software for MTSS : Resource: Title IV, Part A; Amount: \$5,300 • Instructional Supplies: Resource: Title I; Amount: \$2,104.10 						
4.4	<p>Annual educational partner surveys Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational</p>	Yes	Fully Implemented			\$2,120	\$1,166

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
4.5	<p>Community outreach and partnerships Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter</p>	Yes	Fully Implemented			\$124,075	\$61,411

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Coversheet

Overview of the 2024-25 Governors Proposed State Budget

Section: III. Information/Discussion Items
Item: C. Overview of the 2024-25 Governors Proposed State Budget
Purpose: Discuss
Submitted by:
Related Material: III_C_Governors Proposed State Budget - Updated.pdf



Overview of 2024-25 Governor's Proposed State Budget

February 8, 2024

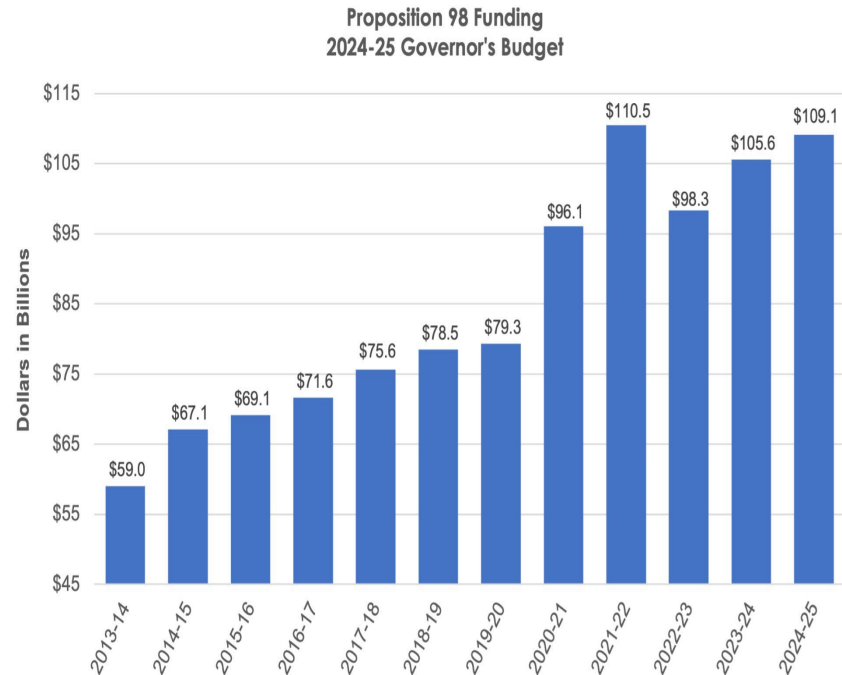


Overview of Governor's 2024- 25 State Budget

Projected state General Fund budget of \$208.7 billion, with a \$37.9 billion budget shortfall

Prop. 98 guarantee of \$109.1 billion, representing a decrease of \$11.3 billion over the three - year period relative to the 2023 - 24 Budget Act

0.76% COLA for LCFF and Categorical programs



Source: California Department of Education



Overview of Governor's 2024- 25 State Budget

Closing the budget deficit gap

Governor proposes to make up projected deficit with the following actions:

- \$13.1 billion from reserves, including \$5.7 billion from the Public School System Stabilization Account

- \$8.5 billion in reductions, mostly in climate and housing initiatives

- \$5.7 billion in internal state borrowing

- \$5.1 billion in budget delays

The Legislative Analyst's Office projects a larger budget problem that may require additional cuts, withdrawals or delays.

Overview of Governor's 2024- 25 State Budget

* Public School System Savings Account (PSSSA):
Prop. 98 Reserve



Deposits

Required when the state projects capital gains revenue exceed 8% of total General Fund revenue AND Test 1 is operative

May be suspended if the Governor declares a budget emergency

Withdrawals

Required when the Prop. 98 guarantee is below the prior year funding level, as adjusted for student attendance and inflation

Permitted when the Governor declares a budget emergency

There is no limit on the amount of funds that can be withdrawn at one time



Source: California Department of Education

*Approved by voters in 2014 as Proposition 2



Overview of Governor's 2024- 25 State Budget

Ongoing State Investments planned to continue into the next fiscal year

Universal Transitional Kindergarten

\$330 million to expand TK to children born September 2 – June 2
\$220 million to fund a 12:1 student to teacher ratio

Arts and Music in Schools (Prop. 28)

\$931 million in General Fund re-benched to Prop. 98

Special Education

Maintains \$3.5 billion in ongoing investments

Expanded Learning Opportunities Program

Maintains \$4 billion in ongoing annual investments

Zero Emission School Buses Grant Program

Maintains \$500 million one-time Prop. 98 funding

These are not "new" programs for 2024- 25

Overview of Governor's 2024- 25 State Budget



Ongoing State Investments – Increased Funding

Universal School Meals

\$122.2 million ongoing increase

California State Preschool Program and Child Care

\$2.1 billion to fund 146,000 new subsidized child care slots

Screening of Dyslexia and Reading Difficulties

\$25 million ongoing for training through the K-12 Mandate Block Grant

Cradle to Career Data System

\$5 million increase

Homeless Education Technical Assistance Centers

\$1.5 million increase

These are not “new” programs for 2024- 25

Overview of Governor's 2024- 25 State Budget



Proposed Delays and Reductions Impacting Schools

School Facilities Program

Decrease of \$500 million to planned investment

CA Preschool, TK and Full Day Kindergarten Facilities Grant Program

Delays planned \$550 million investment to 2025- 26

Extreme Heat and Community Resilience Program

\$40.1 million reduction and shifts additional \$70 million to federal

Greenhouse Gas Reduction Fund (GGRF) and delays funds to 2024 - 25

Urban Greening

Shifts \$23.8 million to Greenhouse Gas Reduction Fund and delays to
2024 - 25

Homeless Education Technical Assistance Centers

\$1.5 million increase

Preschool Inclusion Grants

Delays \$10 million until 2026- 27

Overview of Governor's 2024- 25 State Budget



Proposed New Policies and Funding

Instructional Continuity

Allows LEAs to claim attendance recovery time for ADA and chronic absenteeism reporting

Require LEAs to provide remote/hybrid instruction or support to enroll a neighboring LEA for emergency closures of 5 days or more

Encourage LEAs to provide remote/hybrid for students who are unable to attend school

Learning Recovery Emergency Block Grant

Changes allowed for use for unexpected allocated funds to address the needs of students most impacted by learning loss

Math Coaching

\$20 million in one- time funding for County Offices of Education to provide training and development for math coaches

Overview of Governor's 2024- 25 State Budget



Proposed New Policies and Funding

Curriculum- Embedded Performance Tasks for Science

\$7 million in one- time funding to support inquiry - based instruction and assessment

Career Technical Education for Elementary Arts & Music Teachers

Directs the Commission on Teacher Credentialing to create a new Elementary Arts and Music Education Education authorization for elementary grades in addition to grades 7- 12

Children and Youth Behavioral Health Initiative Wellness Coaches

\$9.5 million, increasing to \$78 million in 2027- 28 to establish the wellness coach benefit in Medi- Cal starting January 1, 2025

Establish an Inclusive College Technical Assistance Center

Streamline Educator Workforce Pipeline

Develop Master Plan for Career Education

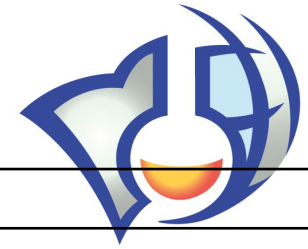
Magnolia Public Schools Priorities



Current and proposed programs

- Staff Compensation – Base Salaries, extra pay, etc
- Other Employee Benefits - Health Benefits, 403b plan, etc.
- Investment in Facilities – MSA 1 Jam Bldg , MSA 2, MSA 5
- Expansion into new areas – OC Initiative
- Investment in Community Outreach – Community Schools Program
- New Grant Programs - Children and Youth Behavioral Health Initiative, School Workforce Program, Cal Hope, Middle and Early College Grant, Joseph Drown etc.)
- Partnerships with other organizations – Charter School Growth Fund

Cost of Living Adjustment - Overview



Historical Cost of Living Adjustments and Compensation Changes

	State Funded COLA	MPS Increase
2020 - 21	0.00%	Base Annual Salary Range (\$48,000 - \$50,000)
2021- 22	2.70%	Base Annual Salary Range (\$49,000 - \$52,000)
2022 - 23	6.56%	Base Annual Salary Range (\$57,000)
2023 - 24	8.22%	Base Annual Salary Range (\$59,000 - \$61,000)

The projected Cost of Living Adjustment has decreased based on current projections

	Previous Projection	Governor's Jan Proposal	Difference
2024 - 25 COLA	3.94%	0.76%	- 3.18%
2025 - 26 COLA	3.29%	2.73%	- 0.56%
2026 - 27 COLA	3.19%	3.11%	- 0.08%

Due to lower projected COLA for 2024-25, MPS will have to carefully evaluate proposed compensation for each site for the upcoming school year

Magnolia Public Schools – 2024 Planning



Next Steps for This Year

- **Enrollment Projections** – Evaluate upcoming enrollment projections, identify Academic Goals and align compensation accordingly
- **Staffing** - Review current staffing ratio by site; plan for next year as noted above
- **Books, Supplies & Services** – Evaluate all existing and make adjustments based on needs
- **Employee Benefits** – Evaluate existing benefits plans and make recommendations accordingly
- **New Revenue Streams and Partnerships**– Identify various sources of grant, philanthropic and other revenues and incorporate into budget projections

Coversheet

Facilities Department Updates

Section: III. Information/Discussion Items
Item: D. Facilities Department Updates
Purpose: Discuss
Submitted by:
Related Material: III_D_Facilities Department Updates.pdf



Agenda Item:	III D: Information/Discussion Item
Date:	February 8, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Patrick Ontiveros, General Counsel & Director of Facilities Mustafa Sahin, Project Manager Katrina Tomas, Assistant Project Manager
RE:	Updates on Facilities Projects

1. Action Proposed:

This is just an informational item. No action is needed.

2. Purpose:

Facilities Department update to the Board of Directors on select capital projects.

3. Updates:

MSA-5 - 7111 Winnetka

- Issued RFP for Modular Classroom Design service on Thursday Jan 11, 2024.
 - Received 2 proposals one from Silver Creek and one from iMod. The interviews are scheduled on Wednesday 2/21/2024 from 2 pm to 5 pm.
 - Gateway and Facilities Dept are working to complete the comparisons
 - Gateway will visit iMod facilities on Friday 2/16/2024 to help round out the comparisons
 - Gateway will meet with Silver Creek to go over their updated design and value engineering proposal on Tuesday 2/13/2024.
- MPS Staff working with Jim Bush, DLR, and John Lemmo to increase CDE approval from 351 students to 453 students
- MPS Staff is pursuing advanced site acquisition funds
 - Submitted all necessary documents to renew financial soundness certification. Once financial soundness certification is received MPS Staff will submit package to OPSC for advanced site acquisition funds. Money expected during or before 2nd quarter.
- Asbestos abatement completed January 30, 2024
- Demolition is expected to commence towards the end of February.
- Financing – MPS Finance Department expects to receive proposed term sheets on MSA 5 – Winnetka Financing from Banc Of California and Citibank during the 2nd week of February and will apprise the board with details along with assessment of its existing reserves to determine feasibility of financing without a 3rd party lender.



MSA-1

- 18242 Sherman Way Building (fka JAM Bldg.)
 - Plumbing, Roofing, Dry wall, Electric, and Mezzanine work started
 - School requested Basketball hoops and screens, Structural Engineering and Architect are working on adding additional request to the plan
- Bungalows
 - LADWP coming to energize Bungalows on Feb. 5
 - IE Alarm coming on Feb. 8 to connect Fire alarm to the H.S building
 - Facilities Dept will schedule final inspection after
- Alley closure
 - Application was submitted Feb 02, 2024
 - 12-18 months for review

MSA-2 -16600 Vanowen

- CUP Application was submitted on January 24, 2024.

MSA-Santa Ana - Digital Sign

- Plan were submitted to DSA, comments were provided by DSA, corrections are being prepared for submission back to DSA

MSA-San Diego -Digital Signs

- Two digital signs will be installed February 12, 2024

Coversheet

Approval of 2024-25 MPS Board Committee Structure

Section: IV. Action Items
Item: A. Approval of 2024-25 MPS Board Committee Structure
Purpose: Vote
Submitted by:
Related Material: IV_A_2024-25 MPS Board Committee Structure.pdf



Agenda Item:	IV A: Action Item
Date:	February 8, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Lead(s):	Dr. Umit Yapanel, Board Member & Nominating & Governance Committee Chair
RE:	2024-25 MPS Board Committee Structure

1. Action Proposed:

I move that the Board approve the MPS Board Committee structure to take effect on February 9, 2024.

2. Background:

The Board of Directors is comprised of 6 current Board Members. The changes stem from updating the structure following the departure of Mr. Daniel Sheehan on September 2023.

Committee’s must be comprised of no more than three (3) Board Members as a majority of the Board cannot serve in any one Committee.

3. Analysis:

The Academic, Finance and the Nominating/Governance Committee’s is comprised of three (3) Board Members.

The Audit/Facilities and Educational Partners & Development Committee’s is comprised of two (2) Board Members.

Changes are as followed:

- Dr. Umit Yapanel will serve as the alternate member for the Academic Committee.
- Mr. Mekan Muhammedov will serve as the alternate member for the Nominating/Governance Committee.
- Dr. Salih Dikbas will serve and be placed in the Nominating/Governance Committee.
- Dr. Salih Dikbas will serve as the alternate member for the Educational Partners & Development Committee.
- Mr. Mekan Muhammedov will be removed from the Nominating/Governance Committee.

Below is the previous Board Committee Structure approved on August 11, 2022:

Revised						
Magnolia Public Schools						
2022-23 Board Committee Structure						
	Academic	Audit/Facilities	Finance	Governance	Educational Partners & Development	
Mekan Muhammedov		Chair	X	X		3
Diane Gonzalez	Chair	X				2
Sandra Covarrubias	X			X	Chair	3
Salih Dikbas			Chair			1
Umit Yapanel			X	Chair		2
Daniel Sheehan		X			X	2
Esra Eldem Tunc	X				X	2
Alternate	Daniel	Salih	Diane	Esra	Umit	



Below is the recommended Board Committee Structure for approval effective February 9, 2024:

Magnolia Public Schools 2024-25 Board Committee Structure						
	Academic	Audit/Facilities	Finance	Governance	Educational Partners & Development	
Mekan Muhammedov		Chair	X			2
Diane Gonzalez	Chair	X				2
Sandra Covarrubias	X			X	Chair	3
Salih Dikbas			Chair	X		2
Umit Yapanel			X	Chair	X	3
Esra Eldem Tunc	X				X	2
Alternate	Umit	Salih	Diane	Mekan	Salih	

Coversheet

Approval of the MPS School Wellness Plan

Section: IV. Action Items
Item: B. Approval of the MPS School Wellness Plan
Purpose: Vote
Submitted by:
Related Material: IV_B_MPS School Wellness Plan.pdf



Agenda Item:	IV B: Action Item
Date:	February 8, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Jason Hernandez, Director of Student Services
RE:	Approval of MPS School Wellness Plan

Action Proposed:

I move that the Board approve the MPS School Wellness Plan for immediate implementation.

Purpose:

In accordance with the National School Lunch Program requirements, schools are mandated to establish a local wellness policy to address nutrition and physical activity education. The policy is aligned with the Healthy, Hunger-Free Act of 2010. The review and adoption are required every 3 years by local schools. The policy also encompasses key elements mandated by the California Healthy Youth Act (CHYA), covering topics like healthy relationships, human development, and responsible decision-making regarding sexual health.

Furthermore, our commitment extends beyond physical well-being to mental health. The state actively encourages transforming schools into wellness centers, promoting the creation and expansion of mental health resources for all students. The Magnolia Public Schools Wellness Policy empowers every student by cultivating an environment that prioritizes positive experiences, healthy habits, and physical activity.

Through collaboration and clear goals, we aim to establish safe and supportive spaces where each student can academically thrive and grow personally. This policy is a testament to our dedication to creating an educational environment that enables students to reach their full potential in their academic and personal journeys.

The Magnolia Public Schools (MPS) – School Wellness Plan consists of 9 components, each crucial in promoting and monitoring student well-being across school sites. These components are:

1. Preamble
2. MPS Wellness Committee (MPS-WC)
3. Accountability
4. Nutrition Services
5. Nutrition and Health Education
6. Physical Activity
7. Other Activities that Promote Student Wellness
8. Whole School, Whole Community, Whole Child (WSCC)
9. Glossary

Budget Implications:

The following are potential budgetary factors for school sites:

- Implementation Cost – implementation of policy through staff liaison, training, and necessary infrastructure changes
- Mental Health Resources – hiring, training, and establishment of wellness centers



- Monitoring and Evaluation – Data collection, analysis, and reporting mechanism
- Communication and Outreach – communication materials and community meetings
- Collaboration and Partnerships – collaboration with external organizations or partners

Exhibits:

- MPS School Wellness Policy

Magnolia Public Schools

250 E 1st St Ste 1500
Los Angeles, CA 90012-3831

MPS School Wellness Policy

1. Preamble

Magnolia Public Schools (MPS) is dedicated to helping every student physically and academically grow. We want each student to succeed personally, academically, and socially and to achieve their best development. To make this happen, we are committed to creating positive, safe, and healthy learning spaces at all levels, in all places, throughout the school year.

We will work to make sure that students have the chance to learn and practice healthy habits in their daily lives. Our efforts to support health and wellness will go hand-in-hand with other ways we are making our schools better. We want all students to be healthy and do well in their studies.

The MPS Wellness Policy (WP) is a plan that shows how we will ensure that our school environment gives students opportunities to eat healthily and be active throughout the school day. This plan is for everyone - students, teachers, and schools across MPS. In each part of the plan, we set clear and measurable goals for everyone to work towards.

Our goal is to support every student's well-being, and we will do this by ensuring that our schools are safe and positive and encourage healthy living. When students are healthy, they can succeed in their studies and lives.

2. MPS Wellness Committee (MPS-WC)

Purpose of the Council

MPS will form a group called the MPS Wellness Committee (MPS-WC) to ensure our schools are as healthy and safe as possible. This group will meet at least four (4) times a year to set goals and oversee the policies and programs related to the health and safety of our schools. This includes creating, implementing, and reviewing the MPS Wellness Policy.

Council Membership

The superintendent (or designee) will convene the MPS-WC, facilitate the development of and updates to the Wellness Policy (WP), and ensure each school's compliance with the policy. The names and contact information of the superintendent (or designee) and the council members will be made readily available to the public.

The MPS-WC membership for the MPS includes:

- Jason Hernandez, Director of Student Services, jhernandez@magnoliapublicschools.org
- David Yilmaz, Chief Accountability Officer, dyilmaz@magnoliapublicschools.org
- Erdinc Acar, Chief Academic Officer, eracar@magnoliapublicschools.org
- Alfredo Rubalcava, CEO and Superintendent, arubalcava@magnoliapublicschools.org
- Jason Mertell, Dean of Students, jmertell@magnoliapublicschools.org
- Vartan Shohmelian, Assistant Principal, vshohmelian@magnoliapublicschools.org
- Keith Wright, Dean of Students, kwright@magnoliapublicschools.org
- Elizabeth Veloz, Assistant Principal, eveloz@magnoliapublicschools.org
- Natalie Paredes, Dean of Students, nparedes@magnoliapublicschools.org
- Jacob Theis, Assistant Principal, jtheis@magnoliapublicschools.org
- Gil Yoon, Assistant Principal, gyoon@magnoliapublicschools.org
- Arturo Prado, Dean of Students, aprado@magnoliapublicschools.org
- Curtiss Philipsen, Dean of Students, cphilipsen@magnoliapublicschools.org
- Neil Egasani, Dean of Students, cegasani@magnoliapublicschools.org

Public Involvement

MPS is committed to ensuring that the community is aware of and involved in developing and implementing the WP. MPS will actively communicate how representatives of the MPS-WC, Parent Advisory Committee (PAC), and others can participate in creating, implementing, reviewing, and updating the WP.

3. Accountability

Triennial Assessment

At least once every three years, MPS will assess the WP by measuring the following:

- **WP Compliance:** The extent to which our WP meets the final rule's requirements.
- **School Compliance:** The adherence of schools under MPS jurisdiction to the WP.
- **Goal Progress:** The strides made in achieving the goals outlined in the WP.
- **Model Policy Alignment:** How our WP aligns with model local wellness policies and the Alliance for a Healthier Generation's Model Wellness Policy.

MPS requires that all efforts related to obtaining federal, state, or association recognition of and/or funding for healthy school environments be coordinated with and complementary to this WP, including but not limited to ensuring the involvement of the MPS-WC and PAC.

Documentation

MPS will retain records to document the presence of and compliance with the WP, including but not limited to the following:

- **Record Keeping:** Retaining records of the current and previous board-approved WP.
- **Public Accessibility:** Ensuring public access to the WP.

- **Assessment Records:** Documenting the most recent MPS- and school-level assessments of WP implementation.
- **Review and Update Efforts:** Recording efforts to review and update the WP, including involved parties and communication with educational partners.
- **Impact Assessment:** Documenting the impact of the WP on behavioral and educational outcomes and making this information accessible to the public.

Policy Updates

MPS will update the WP based on the following:

- the results of the triennial assessment
- charter school priorities
- community needs
- the results of school health assessment
- school-level implementation progress
- emerging scientific information
- new federal or state regulations or guidance

Notification to the Public

MPS will actively inform caregivers and the public by:

- **Annual Communication:** Annually communicating WP content, updates, and implementation status.
- **Explanation of Changes:** Explain why updates were made, who was involved, and how educational partners were made aware of their ability to participate.
- **Contact Information:** Sharing the names and contact information of MPS and school officials leading and coordinating the MPS-WC.
- **Meeting Information:** Disseminating information about MPS-WC meetings, including dates, times, locations, agendas, and meeting minutes.
- **Feedback Mechanisms:** Offering mechanisms for the public to provide feedback and comments.

The policy can be found here: [Magnolia Public Schools - Home Office](#)

MPS will employ various methods such as electronic communication, school websites, newsletters, presentations, and direct communication to reach and engage the community effectively.

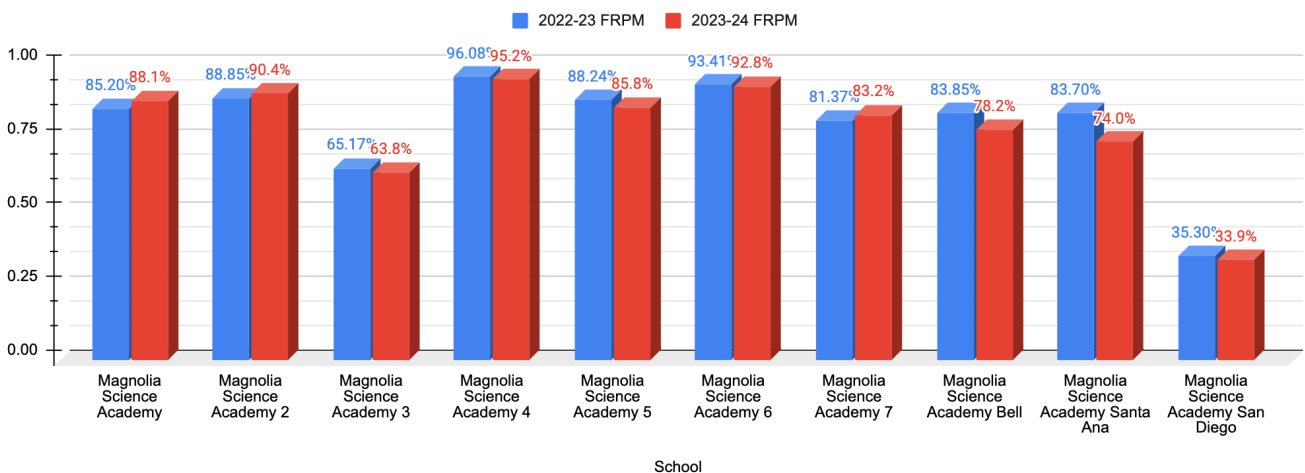
4. Nutrition Services

School Meals

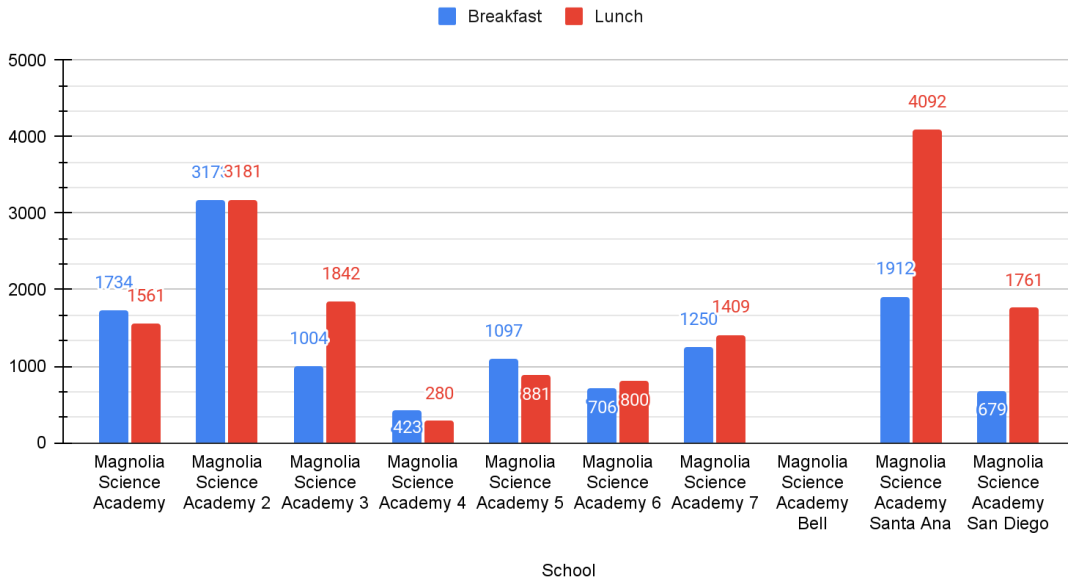
All schools within MPS are committed to providing nutritious and well-balanced meals to support the health of all our students. Our nutrition services cover various aspects:

- **School Meals:** All MPS schools participate in the National School Lunch Program and School Breakfast Program, offering meals that meet nutrition standards. *Example: School meals include a variety of fruits and vegetables, whole grains, lean proteins, and low-fat dairy.*
- **Clean and Inviting Eating Setting:** All MPS schools will prioritize maintaining clean and inviting eating settings to enhance the overall eating experience for students.
- **Accessibility:** School meals are accessible to every student, with accommodations for special dietary needs.
- **Meal Timing:** Students are provided adequate time to eat, with a minimum of 10 minutes for breakfast and 20 minutes for lunch. Students are offered two (2) school meals free of charge during the school day.
- **Water Access:** Free, safe, unflavored drinking water is available to all students during mealtimes.
- **Competitive Foods:** All foods and beverages sold on the school campus during the day meet Smart Snacks standards, promoting healthy eating. *Example: Snacks offered during fundraisers adhere to these standards.*
- **Celebrations and Rewards:** Celebrations and rewards align with nutrition policies, emphasizing Smart Snacks. We encourage alternatives that promote physical activity or educational messages.
- **Fundraising:** Fundraising efforts during the school day involve only foods and beverages meeting or exceeding Smart Snacks standards. *Example: Consider using non-food items or healthy snacks for fundraising.*
- **Marketing:** Foods and beverages marketed to students on the school campus meet or exceed Smart Snacks standards.

2022-23 FRPM and 2023-24 FRPM



2022-23 Breakfast and Lunch Total Distribution



5. Nutrition and Health Education

Magnolia Public Schools is dedicated to providing students with a holistic education, including optimal nutrition and health practices. The approach aligns with national standards, ensuring students receive comprehensive and skill-based health education.

Key Features:

- **Integration Across Subjects:** We believe in weaving nutrition and physical activity education into various subjects like math, science, language arts, social studies, and art. This interdisciplinary approach ensures a well-rounded understanding of health.
- **Comprehensive Health Education:** Our commitment extends to offering all students comprehensive, skills-based health education aligned with the California Healthy Youth Act 2016 (California Education Code sections 51930-51939). Beyond imparting information, we build practical skills applicable to real-life situations.
- **Promoting Healthy Choices:** We actively promote healthy food and beverage choices through school announcements, newsletters, and website updates. Keeping parents and students informed is crucial to fostering healthy habits.
- **Incorporating Physical Activity Rewards:** Our approach includes rewards that encourage physical activity and convey educational messages. Positive reinforcement reinforces the link between healthy behaviors and positive outcomes.
- **Cultural Inclusivity:** We recognize the diverse backgrounds of our students and ensure that wellness activities are culturally inclusive. We aim to create an environment that respects and accommodates various preferences.

- **Clear Educational Goals:** Our plan outlines clear goals for nutrition and health education. We emphasize evidence-based curricula and skills-based learning to ensure effective implementation and assessment.

At Magnolia Public Schools, education goes beyond the classroom, and we are committed to nurturing healthy habits that will benefit our students throughout their lives.

6. Physical Activity

The Physical Education (PE) program aims to create a positive learning experience through physical activity and social interactions. Driven by a hybrid curriculum combining fitness and sports, students are offered equal individual and team success opportunities. Following universal design for learning (UDL) principles, the program empowers students to explore their potential in the motor, cognitive, and social learning domains.

MPS is dedicated to providing various physical activity opportunities for students, including classroom activities, daily recess, PE, before- and after-school sports, and active academic initiatives. All students must receive education on the benefits of physical activity.

MPS strictly prohibits using or withholding physical activity, including recess, as a form of punishment during the school day and extended periods.

MPS physical activity goals include:

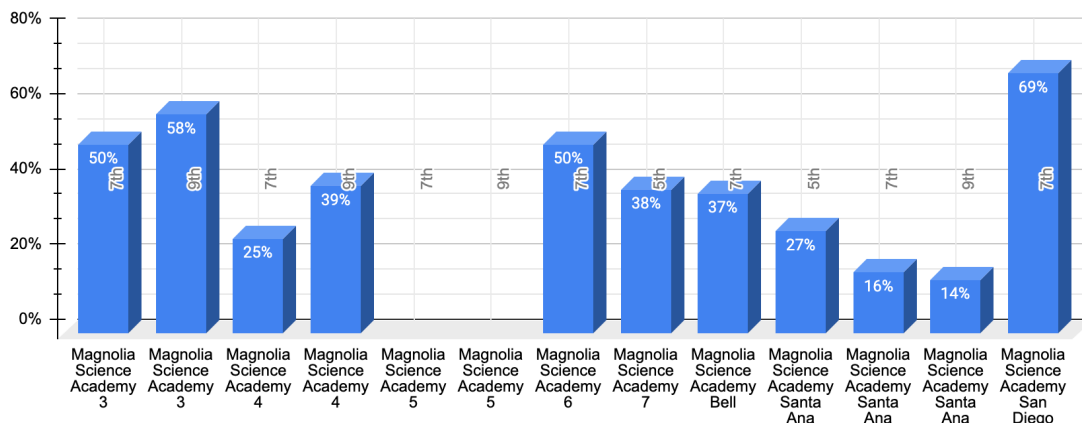
1. **Classroom Physical Activity:**
 - Minimizing barriers to classroom physical activity, such as lack of equipment or space.
 - Providing resources and annual training to classroom teachers on promoting and integrating physical activity.
2. **Daily Recess:**
 - As a local decision, schools may implement a minimum of 30 minutes of recess per day throughout the school year to complement PE classes.
 - Assessing playground accessibility and making improvements for better access.
3. **Physical Education:**
 - Ensuring PE classes are age-appropriate, following state standards, and promoting a physically active lifestyle. [Physical Education Model Content Standards for California Public Schools](#)
 - Providing PE for all middle school students every academic year.
 - Ensuring student engagement in moderate to vigorous physical activity (MVPA) for at least 50% of class time. *It is defined as any activity where the individual's heart rate reaches 50%-75% of their max heart rate (220 - Age).*
 - Offering professional development to PE teachers at least once per year.

- Ensuring all PE classes are taught by licensed teachers with appropriate certifications.
 - Providing accommodations ensures equal participation for all students, including those with disabilities.
 - Promoting student physical fitness through annual FITNESSGRAM® assessments. *As outlined in California Education Code Section 60800, schools are required to administer and report five (5) out of six (6) FITNESSGRAM® components annually for students in grades 5, 7, and 9.*
4. Before and After School Activities:
- Offering physical activity clubs and intramural or interscholastic sports.
5. Active Transportation:
- Supporting walking and bicycling to school through communication and promoting active transportation activities. The following activities can promote active transportation:
 - Provide bicycling skills instruction to students.
 - Promote Safe Routes to School programs through newsletters, websites, and/or the local newspaper.
 - Designate a Safe Routes to School coordinator to lead activities and support school initiatives.
 - Ensure the provision of one or more crossing guards for every school.
 - Collaborate with local jurisdictions to encourage the installation of high-visibility crosswalks and other infrastructure for safer walking and bicycling to school.
 - Conduct walking and bicycling safety audits of routes to each school and share information with local jurisdictions.
 - Provide outreach and adaptive Safe Routes to School programming for students with disabilities.
 - Establish monthly or weekly walk and bicycle to school days (e.g., Walking Wednesdays).
 - Promote walking, busing, and bicycle trains.
 - Designate safe or preferred routes to school.
 - Create and distribute maps of the active school environment, including sidewalks, crosswalks, roads, pathways, and bike racks.
 - Engage in tracking, evaluating, and reporting student travel methods (e.g., walking, bicycling, school bus, carpooling, and private vehicles) and use this data for continuous improvement.

MPS is committed to creating an environment that fosters physical activity, ensuring the well-being of our students across all school settings.

% meeting the Healthy Fitness Zone (5+ fitness standards)

2018-2019



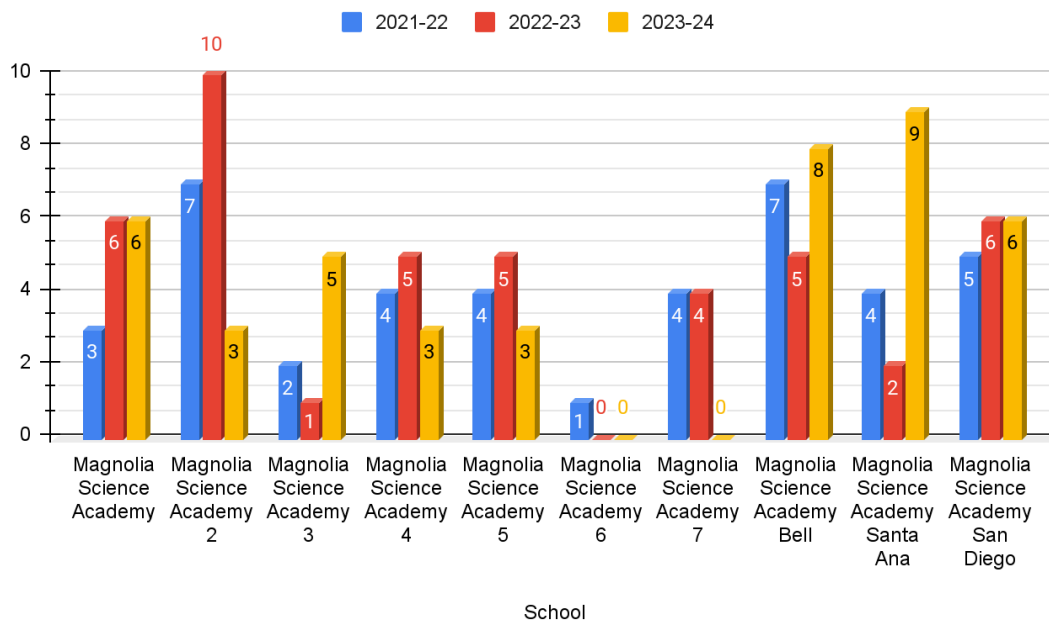
7. Other Activities That Promote Student Wellness

MPS will integrate wellness activities across the entire school setting, including the cafeteria, other food and beverage venues, classrooms, and physical activity facilities.

MPS will ensure it will meet the following goals:

- Wellness activities are coordinated and integrated throughout the school day, are culturally inclusive, accessible to all students and staff across MPS, and are age-appropriate.

of Sports or Fitness Clubs by School



8. Whole School, Whole Community, Whole Child (WSCC)

Social-emotional Climate (School Climate)

MPS is committed to creating a positive social-emotional climate across all school campuses during the school day and out-of-school time (OST).

MPS will promote a positive social-emotional climate in the following ways:

- conducting and promoting participation in school climate surveys, sharing data with stakeholders, and utilizing data to improve school climate
- establishing anti-bullying policies and identifying and implementing school-wide approaches to prevent and address harassment, bullying, and cyberbullying
- establishing school safety and violence prevention policies and strategies
- connecting social and emotional learning standards and academic standards
- ensuring that school and school-based OST staff are promoting relationships between students and employees
- ensuring that school and school-based OST staff are trained in promoting the engagement of all students in school activities through diversity and inclusion practices
- training school and school-based OST staff on the use of Positive Behavioral Interventions and Supports (PBIS) and minimizing exclusionary discipline practices such as suspensions and expulsions
- ensuring that school and school-based OST staff are explicitly teaching, modeling, and reinforcing social-emotional learning (SEL) competencies
- training school and school-based OST staff on incorporating trauma-sensitive and trauma-informed approaches into school policies and practices
- regularly assessing and reporting upon the MPS- and building-level implementation of these practices and providing resources for continuous improvement

Physical Environment

MPS is committed to ensuring that the school environment protects the health and safety of students and staff. MPS will support healthy and safe school environments within and around all facilities in the following ways:

- identifying regular cleaning and maintenance practices and ensuring compliance with safety standards
- addressing prevention and safe removal (if applicable) of mold and moisture
- addressing reduction/minimization of student and staff exposure to toxins (e.g., vehicle exhaust, mold, air pollution, pesticides, and cleaning products)
- specifying a system for monitoring and addressing water quality
- specifying an integrated pest management plan

- addressing the physical condition of buildings and grounds(e.g., lighting, noise, ventilation, and air quality)
- establishing tobacco-free buildings and grounds
- educating students, school staff, and school-based OST staff on maintaining the safety of the school's physical environment
- specifying physical safety measures and procedures (e.g., double entry access, locked doors and windows, surveillance, supervision of hallways, check-in/check-out systems for visitors, and safe transport)
- requiring the establishment of an ongoing school safety team for MPS and in each school building
- specifying a crisis preparedness and response plan for MPS and assisting each school in developing a plan
- addressing the presence of and training for school monitors and security
- regularly assessing and reporting on the MPS- and building-level implementation of these practices and providing resources and training for continuous improvement

Family Engagement

MPS is committed to encouraging caregiver engagement in school-level decision-making and activities. MPS will support caregiver engagement in the following ways:

- ensuring that caregivers are actively recruited for inclusion on PAC or other parent committees with attention to the diversity of representation in terms of race, ethnicity, gender identity, disability status, etc.
- ensuring that caregivers participate in the development, implementation, and periodic review and update of the WP
- making the WP available to the public
- ensuring that schools and school-based OST providers are providing opportunities for ongoing, sustained family engagement throughout the school year
- ensuring that schools and school-based OST providers are providing opportunities for two-way communication with caregivers
- supporting schools in aligning caregiver engagement activities with the needs of the community and district wellness objectives
- ensuring that schools are using culturally responsive practices to engage caregivers
- disseminating health information resources to caregivers (e.g., pamphlets, flyers, and posters)
- providing programs on physical activity, nutrition, and other physical and mental health topics for caregivers and community members that are fully inclusive, culturally informed, and address the needs of the community
- providing school-based volunteer opportunities for caregivers (e.g., PAC, PTF, school wellness committee, and other school committees)

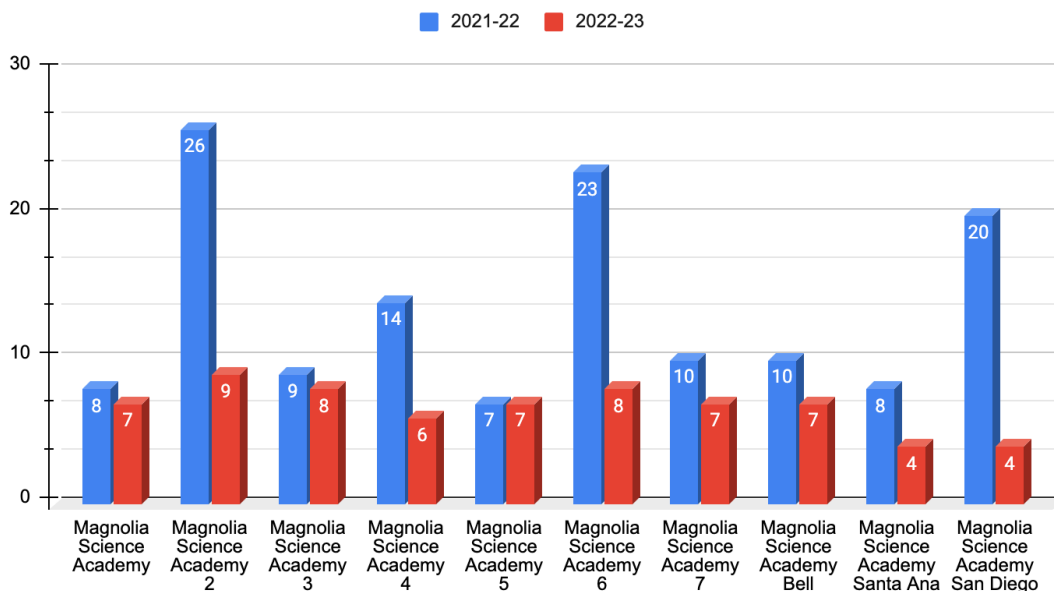
- including caregivers in regularly assessing and reporting on the MPS- and building-level implementation of these practices providing appropriate resources and training for continuous improvement

Community Involvement

MPS will support community involvement in the following ways:

- ensuring that community members are actively recruited for inclusion on the MPS-WC with attention to the diversity of representation in terms of race, ethnicity, gender identity, disability status, etc.
- ensuring that community members participate in the development, implementation, and periodic review and update of the WP
- making the WP available to the public
- developing relationships with community organizations to identify community-based opportunities for student service-learning
- developing joint or shared-use agreements for physical activity participation at all schools
- including community members in regularly assessing and reporting on the MPS- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement

Number of Parent Advisory Committee (PAC) meetings per year



9. Glossary

21st Century Community Learning Centers (CCLC)

The 21st Century Community Learning Center initiative is the only federal funding source dedicated exclusively to supporting after-school, before-school, and summer learning programs. Each state receives funds based on its share of Title I funding to support academic enrichment, drug and violence prevention programs, career and technical programs, counseling programs, art, music, STEM programs, and physical activity and nutrition education programs for low-income students. Services are also provided to the caregivers of children served by the program.

Boys and Girls Clubs of America (BGA)

Boys and Girls Clubs of America is a national nonprofit organization that provides programs and services to promote and enhance the development of boys and girls by instilling a sense of competence, usefulness, belonging, and influence. The mission of the organization is to enable all young people, especially those most in need, to reach their full potential as productive, caring, responsible citizens by providing a safe place to learn and grow, developing ongoing relationships with caring, adult professionals and participating in life-enhancing programs and character development experiences.

Child Nutrition Programs

The Child Nutrition Programs are federally funded programs to provide low-income children with nutritionally balanced, low-cost, or free meals and snacks in schools, childcare centers, and out-of-school time programs. These programs include the National School Lunch Program, the School Breakfast Program, the Special Milk Program, the Child and Adult Care Food Program, and the Summer Food Service Program.

Competitive Foods and Beverages

Competitive foods and beverages are those sold outside of federal school meal programs. They include those offered in vending machines, à la carte, school stores, snack bars, canteens, classroom parties, classroom snacks, school celebrations, fundraisers, or school meetings. These foods and beverages must meet science-based nutrition standards (Smart Snacks), as published by the USDA and required by the Healthy Hunger-Free Kids Act of 2010.

Comprehensive School Physical Activity Program (CSPAP)

A Comprehensive School Physical Activity Program is a multi-component approach by which schools and districts use all opportunities for students to be physically active, meet the nationally recommended 60 minutes of physical activity daily, and develop the knowledge, skills, and confidence to be physically active throughout their lives.

Magnolia Public Schools Wellness Committee (MPS-WC)

Magnolia Public Schools Wellness Committee (MPS-WC) is sometimes called the School Health Advisory Council (SHAC). It comprises home office, school, and community members who meet at least four times per year to establish MPS goals and oversee school health and safety policies and programs, including development, implementation, evaluation, and updates of the Wellness Policy.

Diversity and Inclusion Practices

Diversity and inclusion practices are the methods undertaken by organizations to ensure that the value of differences is recognized and that all have the opportunity to participate and succeed regardless of gender, race/ethnicity, mental, emotional, psychological, or physical disabilities, learning styles, geographic residence, languages used, cultural heritage, educational level and more. This includes how programming is presented and reaching out to people, engaging them in ways that address their needs and perspectives, and encouraging all to become actively involved.

Evidence-Based

Evidence-based interventions have been rigorously studied and shown to improve student outcomes.

Extended School Day

The extended school day is the time during, before, and after school that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals, and more.

Food and Beverage Marketing

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes written or graphic statements to promote the sale of food or beverage products made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product.

Health Equity

Health equity means everyone has a fair and just opportunity to be as healthy as possible. This requires removing obstacles to health, such as poverty, discrimination, and their consequences, including powerlessness, lack of access to good jobs with fair pay, quality education and housing, safe environments, and health care.

Healthy, Hunger-free Kids Act of 2010

The Healthy, Hunger-Free Kids Act of 2010 authorized funding for federal school meal and child nutrition programs and increased access to healthy food for low-income children. The law updated the meal patterns and nutrition standards for the National School Lunch Program (NSLP) and the School Breakfast Program (SBP) to align with the 2010 Dietary Guidelines for Americans and, for the first

time, set nutritional standards for foods sold in schools outside of the school meal programs (competitive foods).

Local Education Agency (LEA)

A Local Education Agency is the local/district agency responsible for education within their jurisdiction and/or school district or charter school.

Moderate to Vigorous Physical Activity (MVPA)

Moderate to vigorous physical activities cause an increase in heart rate, breathing, and body temperature. Breathing hard and sweating lightly should occur when engaged in MVPA.

National School Lunch Program (NSLP)

The National School Lunch Program is a federally assisted meal program in public and nonprofit private schools and residential childcare institutions. It provides children with nutritionally balanced, low-cost, or free lunches each school day.

Nutrition Education

Nutrition education uses a curriculum-based model to teach essential knowledge and skills to improve healthy eating habits. Nutrition education can be provided in schools as a separate subject or integrated into other subjects. For example, teaching a science lesson about how food is grown can address science standards while addressing the importance of consuming fresh fruits and vegetables.

Nutrition Promotion

Nutrition promotion uses evidence-based techniques and messages to influence lifelong healthy eating behaviors. For example, posters about healthy eating could be displayed in the cafeteria.

Offered

Offered is used to describe foods in schools that are provided, not sold, to students throughout and beyond the school day. These may include foods provided as snacks or during classroom celebrations.

Out-of-School Time (OST) SETTINGS

Out-of-school time settings are supervised programs that young people regularly attend when school is not in session. This can include before- and after-school programs on (or offsite from) a school campus or facilities, academic programs (e.g., reading or math-focused programs), specialty programs (e.g., sports teams, STEM programs, or art enrichment programs), and multipurpose programs that provide an array of activities (e.g., 21st Century Community Learning Centers, Boys & Girls Clubs or YMCAs).

Parent Advisory Committee (PAC)

Parent Advisory Committee (PAC) is a collective of parents collaborating with the school site to enrich students' educational journey. PAC members provide

insights, guidance, and assistance on various aspects, including curriculum, school policies, and extracurricular activities, promoting effective communication between parents and school administrators. Their collaboration is often formalized through documents like the Local Control and Accountability Plan (LCAP), Comprehensive School Safety Plan (CSSP), and Wellness Policy (WP).

Parent Task Force (PTF)

The Parent Task Force (PTF) comprises active, engaged caregivers of students enrolled in the school. The Committee is composed of officers elected to serve an annual term, key positions include President, Secretary, and treasurer. The officers work directly with school leaders to address school-related matters, such as upcoming school-wide events, competitions, assessments, and fundraising opportunities.

Positive Behavioral Intervention and Supports (PBIS)

Positive Behavioral Intervention and Support (PBIS) is an approach schools can use to improve school safety and promote positive behavior. It also helps schools decide how to respond to a child who misbehaves. PBIS ensures that schools teach kids about behavior, just as they would teach about any other subject, and recognizes that kids can only meet behavior expectations if they know them.

Park and Recreation Agencies

Park and recreation agencies oversee parks and recreation facilities that are for leisure, entertainment, and recreational pursuits. These may include public spaces and facilities like parks, nature preserves, open space areas, greenways, trails, and built structures for sports, recreation, or arts programs. Examples of services include recreational activity programs, athletic leagues, special events, arts programs, and environmental education programs. Many recreation agencies provide programming for children and youth.

School Breakfast Program (SBP)

The School Breakfast Program is a federally funded meal program that provides free- and reduced-price breakfast meals to low-income students nationwide. School breakfast can be offered in the cafeteria. However, many schools offer breakfast in the classroom or through grab-and-go carts to increase participation in meal programs and to reduce the stigma of receiving school breakfast.

School Campus

The school campus encompasses the areas that are owned or leased by the school and used at any time for school-related activities. Additional areas include the outside of the school building, vehicles used to transport students, athletic fields and stadiums, and parking lots.

School Day

The school day is represented by the time between midnight the night before and 30 minutes after the end of the instructional day.

School Food Authority (SFA)

The School Food Authority is the governing body responsible for administering one or more schools and has the legal authority to operate the federal meal programs.

Smart Snacks in School Nutrition Standards (Smart Snacks)

The Smart Snacks in School Nutrition Standards are science-based nutrition standards for all foods and beverages sold to students on the school campus during the day. These standards, published by the USDA and required by the Healthy Hunger-Free Kids Act of 2010, went into effect July 1, 2014. These standards are required for all foods and beverages sold outside the school meals programs, including vending machines, à la carte, school stores, snack or food carts, and in-school fundraising.

Social-Emotional Climate

The social-emotional climate refers to the physical, social, academic, and disciplinary environment in a school building, campus, or out-of-school time. This includes norms, values, culture, policies, practices, characteristics of relationships, and organizational structure. A positive school climate supports children's overall mental and physical health while meeting their academic needs and ensuring positive interactions between students and staff.

Social-Emotional Learning (SEL)

Social-emotional learning is how children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

State Education Agency (SEA)

A State Education Agency, often called the Department of Education, provides information, resources, and technical assistance on educational areas related to schools and residents. The primary function of the SEA is to administer and coordinate education in a state, including distributing and monitoring federal funds intended for education. The SEA is also responsible for collecting data on schools within their state and enforcing federal educational laws regarding privacy and civil rights.

Trauma-informed Approaches

Trauma-informed refers to delivering services in a way that includes understanding trauma and its impact across settings, services, and populations.


Trauma-sensitive Approaches

Trauma-sensitive approaches ensure that all children and youth feel safe, welcomed, and supported. Youth-serving organizations that utilize trauma-sensitive approaches acknowledge the impact of trauma on learning on an organization-wide basis and assist children and youth in managing this trauma as a central part of their educational mission.

Whole School, Whole Community, Whole Child (WSCC) Model

The Whole School, Whole Community, Whole Child, or WSCC model, is the Centers for Disease Control and Prevention's framework for addressing health in schools. The WSCC model is student-centered and emphasizes the role of the community in supporting the school, the connections between health and academic achievement, and the importance of evidence-based school policies and practices.

Resources

1.  Communicating Wellness Plan to Educational Partners

Coversheet

Approval of 2024-25 School Safety Plans for all Magnolia Public Schools

Section: IV. Action Items
Item: C. Approval of 2024-25 School Safety Plans for all Magnolia Public Schools
Purpose: Vote
Submitted by:
Related Material: IV_C_2024-25 School Safety Plans for all MPS.pdf



Agenda Item:	IV C: Action Item
Date:	February 8, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Jason Hernandez, Director of Student Services
RE:	2024-25 School Safety Plans for all Magnolia Public Schools

Action Proposed:

I move that the Board approve the Comprehensive School Safety Plan (CSSP) for the 2024-25 school year for the following schools within Magnolia Public Schools:

- Magnolia Science Academy 1
- Magnolia Science Academy 2
- Magnolia Science Academy 3
- Magnolia Science Academy 4
- Magnolia Science Academy 5
- Magnolia Science Academy 6
- Magnolia Science Academy 7
- Magnolia Science Academy Bell
- Magnolia Science Academy Santa Ana
- Magnolia Science Academy San Diego

Purpose:

In accordance with California Education Code 32280-32289.5, all public schools are mandated to establish and maintain a comprehensive school safety plan (CSSP). These plans must encompass specific elements, including procedures for emergency evacuation, lockdown, and responses to crises and emergencies. CSSPs are subject to regular review and updates through collaboration with educational partners at the school site to ensure their effectiveness.

At Magnolia Public Schools (MPS), we leverage the Parent Advisory Committee (PAC) to engage and educate our partners on our safety practices. The PAC serves as a vital channel for capturing feedback that allows us to continuously evaluate and enhance school-wide systems related to safety and emergency preparedness.

An additional requirement for schools co-located and authorized by the Los Angeles Unified School District is adopting an Integrated Safe School Plan (ISSP). This plan encompasses all schools within a single site, ensuring a coordinated and comprehensive approach to safety. MPS school leaders collaborate to establish and maintain practices and safety measures.

As part of our commitment to transparency and readiness, the CSSP slated for adoption for the 2024-25 school year reflects a dynamic approach. School sites retain the flexibility to adjust and modify plans in response to the evolving needs of the learning community. This adaptability ensures that our safety measures remain relevant and practical, providing a secure environment for all students and staff.

Budget Implications:

The CSSP includes a variety of measures aimed at improving school safety, such as providing training for school



staff on emergency responses and crisis management, improving school infrastructure to make the building more secure, and acquiring equipment and supplies to ensure the school site can manage crises or emergencies. The costs for implementing a school site safety plan are projected to be approximately \$8,000 -\$15,000, depending on the school site and specific needs. The individual school sites' operations budget will pay for these costs.

Exhibits:

- Magnolia Science Academy 1 Comprehensive School Safety Plan
- Magnolia Science Academy 2 Comprehensive School Safety Plan
- Magnolia Science Academy 3 Comprehensive School Safety Plan
- Magnolia Science Academy 4 Comprehensive School Safety Plan
- Magnolia Science Academy 5 Comprehensive School Safety Plan
- Magnolia Science Academy 6 Comprehensive School Safety Plan
- Magnolia Science Academy 7 Comprehensive School Safety Plan
- Magnolia Science Academy Bell Comprehensive School Safety Plan
- Magnolia Science Academy Santa Ana Comprehensive School Safety Plan
- Magnolia Science Academy San Diego Comprehensive School Safety Plan
- Los Angeles Unified School District Integrated Safe School Plan for MSA 4, MSA 6, and MSA Bell

Comprehensive School Safety Plan

Magnolia Science Academy 1 MAGNOLIA PUBLIC SCHOOLS



18238 Sherman Way,
Reseda, CA 91335
818-609-0507

Brad Plonka, Principal
www.msa1.magnoliapublicschools.org

A meeting for public input was held on Feb 1, 2024

Plan Revised February 1, 2024

Plan approved by MAGNOLIA PUBLIC SCHOOL GOVERNING
BOARD for review February 8th, 2024

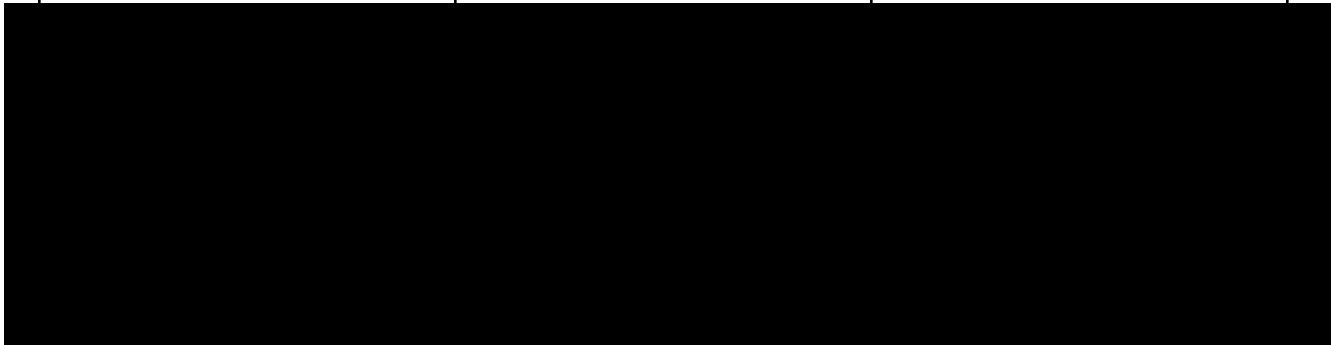
This document is available for public inspection during regular business hours at 7:30am - 4:00pm.

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

Magnolia Science Academy 1 Comprehensive School Safety Plan 2024-2025

Magnolia Science Academy 1’s Parent Advisory Committee certifies that the requirements of California Education Code 32280-32282 have been met in developing the following Comprehensive School Safety Plan.

Name	Agency	Contact Email
------	--------	---------------



Parent Advisory Committee/Safety Planning		
Name	Title	Contact Email
Brad Plonka	Principal	bplonka@magnoliapublicschools.org
Ms. Samano	Certificated	msamano@magnoliapublicschools.org
Jessica Camacho	Certificated	jcamacho@magnoliapublicschools.org
Maritza Barragan	Classified	mbarragan@magnoliapublicschools.org
Juana Saget	Parent	
Cynthia Hernandez	Parent	

Our Mission

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

Our Vision

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

About our School as a Safe Place to Learn

At Magnolia Public Schools, we envision a vibrant learning community where every student feels safe, nurtured, and respected. Proactive efforts foster a positive and inclusive environment that empowers students to thrive academically, socially, and emotionally.

Contents

PURPOSE & PREPARATION	8
Statement of Purpose	8
Plan Organization	8
Safety Goals and Objectives	8
Assessment of Data	9
Local Crime Data	9
School-wide Data	10
Component 1: School Climate	10
Component 2: Goal#2	11
Component 3: Goal#3	11
School Maps	12
Emergency Drills	13
Status Report Form	13
Emergency Drill Evaluation	14
Emergency Drill Calendar	15
H.O.S.T. Crisis Communication	15
PREVENTION	17
Employee Preparedness	17
Employee Skills	17
Employee/Student Special Needs	17
Emergency Onsite Personnel	18
Child Abuse and Neglect Reporting	18
Reportable Offenses	18
Responsibility for Reporting	18
Reporting Procedures	18
Investigation of Suspected Child Abuse or Neglect by Peace Officers - PC 11174.3	19
Releasing a Student to a Peace Officer - EC 48906	19
Procedures for Safe Ingress and Egress from School	19
Social Climate: School and Physical Environment	20
Effective Communication	20
Parent Concern	21
Students Responsibilities	21
Parent Responsibilities	22
School Responsibilities	22
Building Capacity for Engagement	23
Infinite Campus	23
ParentSquare	23
Parent Advisory Committee (PAC)	23
Parent Task Force (PTF)	23
Professional Development	24
Physical Environment	24
	4

Multi-Tiered System of Response to Behavior	24
Suspension and Expulsion Policy and Procedures	30
Procedures	31
Reflection	31
In School Suspension	32
Grounds for Suspension and Expulsion of Students	32
Enumerated Offenses	32
Suspension Procedure	38
Authority to Expel	39
Expulsion Procedures	39
Special Procedures for Expulsion Hearing Involving Sexual Assault or Battery Offenses	40
Record of Hearing	41
Presentation of Evidence	41
Expulsion Decision	41
Written Notice to Expel	42
Disciplinary Records	42
Expulsion Appeals	42
Interim Placement	42
Rehabilitation Plans	43
Readmission or Admission of Previously Expelled Student	43
Notice to Teachers	43
Involuntary Removal for Truancy	43
Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities	43
Students with an IEP	46
Procedures for Notifying Teachers	47
Title IX	49
Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy	49
Title IX, Harassment, Intimidation, Discrimination, and Bullying Coordinator (“Coordinator”)	49
Definitions - Prohibited Unlawful Harassment	49
Prohibited Unlawful Sexual Harassment	50
Prohibited Bullying	51
Bullying and Cyberbullying Prevention Procedures	52
Grievance Procedures	53
Title IX, Harassment, Intimidation, Discrimination, and Bullying Complaint Form	60
Uniform Complaint Policy and Procedures	61
Uniform Complaint Procedures (UCP) Policies and Procedures	61
Scope	61
Compliance Officer	63
Notifications	63
Procedures	64
Appeals to the CDE	65

Civil Law Remedies	66
General Complaint Procedures Form	67
General Complaint Procedures	68
General Complaint Procedures Form	70
Professional Boundaries: Staff/Student Interaction Policy	71
Corporal Punishment	71
Acceptable and Unacceptable Staff/Student Behavior	71
Duty to Report Suspected Misconduct	72
Examples of Specific Behaviors - Unacceptable Staff/Student Behavior (Violations of this Policy)	72
Unacceptable Staff/Student Behavior without Parent and Supervisor Permission:	72
Cautionary Staff/Student Behaviors	72
Acceptable and Recommended Staff/Student Behaviors	72
Dress Code/Uniforms	73
A Free MPS Uniform Set	73
Religious Head Coverings	73
Free Dress & Theme Dress Days Code	73
MPS Student Uniform Policy	74
RESPONSE	76
Disaster Response Procedures	76
Emergency and Crime Response	76
Fire	76
Lockdown	77
Medical Emergency	77
Earthquakes	78
Assaults	79
Biochemical/Hazardous Materials	80
Disorderly Conduct	80
Vandalism	81
Loss or Failure of Utilities	82
Bomb Threat/Suspicious Package	82
Explosions/Risk of Explosions	83
Fighting or Riots	84
Crisis Response	85
Active Shooter/Gunfire	85
Use of Facilities	86
Evacuation	86
Procedures for Responding to Students Who Self-Injure	87
Floor Plan	88
Emergency Drills	88
School Safety Management Team and Operations	88
Guidelines for Handling the Media	88
Parental Notification	89

Safety Supply/Equipment	89
Plant Inspections	90
RECOVERY	92
Schoolwide Supporting Documents	94
Glossary	95
Comprehensive Safe School Plan Quick Reference Guide	97
CSSP Definitions for School	98
Emergency Teams:	98
School Emergency Contacts Chart	98
School Incident Command System and Emergency Teams	98
School Site Specific Considerations	101
Emergency Supplies and Equipment Location	101
Crisis Response Team Chart	101
Additional Contacts	102

PURPOSE & PREPARATION

Statement of Purpose

The Comprehensive School Safety Plan is designed to foster a secure school environment, fostering an optimal learning experience and elevating student academic achievement. This plan is strategically implemented to safeguard the well-being of students and staff, offering a structured response to emergencies and a set of guidelines for preparedness. The primary objectives of this plan include:

1. Ensuring the safety and welfare of students and staff.
2. Providing a coordinated and effective response to emergency situations.
 - Encouraging collaboration among co-located schools for a unified emergency response. This collaborative effort encompasses comprehensive goals, activities, teams, and timelines, ensuring a collective commitment to the well-being of all individuals on campus.
3. Safeguarding the school's facilities and property.
4. Facilitating a swift restoration to normal conditions in the aftermath of an emergency, minimizing confusion.
5. Coordinating with local emergency services when necessary to enhance overall emergency response capabilities.

Plan Organization

Effectively managing emergencies demands a dual focus on thorough emergency preparedness and efficient emergency response capabilities. The Comprehensive School Safety Plan is organized into five essential components:

1. Purpose and Preparation: This component addresses anticipated threats and hazards to the school, emphasizing safety needs before, during, and after an incident. It serves as the proactive foundation for comprehensive emergency preparedness.
2. Prevention: Focused on education and awareness strategies, this component aims to empower members of the learning community with the knowledge and tools to prevent incidents. Proactive measures play a pivotal role in ensuring a secure environment.
3. Response: Strategies and procedures for drills and handling potential threats are outlined. This component ensures a swift and coordinated response during emergency situations, contributing to the preparedness of both students and staff.
4. Recovery: Post-incident, this component centers on establishing therapeutic rapport and utilizing school and community-based resources to address the emotional impact of the crisis. Recovery efforts are crucial for restoring a sense of normalcy within the learning community.
5. Quick Reference Guide: Serving as an internal tool, the Quick Reference Guide enables the rapid activation of the team and safety protocols specific to potential incidents within the learning community. This guide enhances the efficiency and coordination of emergency response efforts.

Safety Goals and Objectives

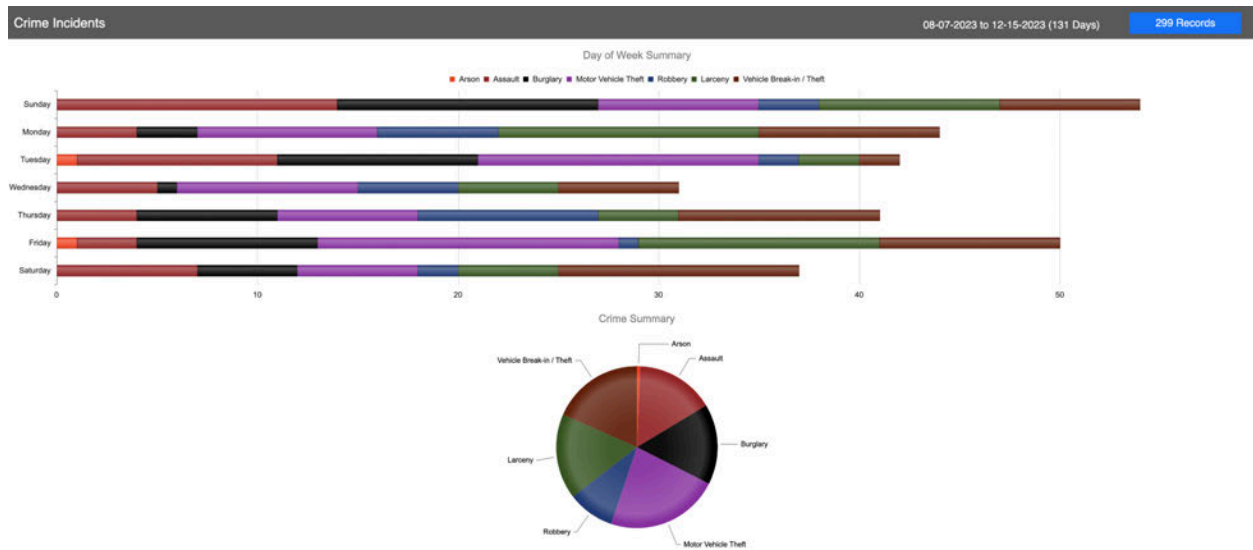
The emergency safety plans are carefully developed to address a range of potential crises, including natural disasters and fires. The school sites participate in regular disaster drills conducted throughout the academic year to ensure that students and staff are well-prepared for any emergency scenario. A crucial part of our planning process involves each MPS school site conducting a thorough review of school-specific data, leading to the identification of specific goals for the school year. This proactive approach ensures that our emergency preparedness measures are tailored to the unique needs and challenges of each school site, fostering a safe and secure learning environment for everyone in our community.

Assessment of Data Local Crime Data

Data Source reviewed to develop statistical analysis was local Law Enforcement crime data via [crimemapping.com](https://www.crimemapping.com)

The top three crime violations in the area of 91335 from 8/7/23 - 12/15/23

Type	Number
Total Crimes during time period	299
Top #1 Motor Vehicle Theft	68
#2 Vehicle Break-in	55
#3 Larceny	51



This data is represented by the following graphic pulled from source website: [LINK](#)

School-wide Data

Data regarding school community was compiled from Infinite Campus, local records, and logs. Data was reviewed on December 15, 2023. The following data was reviewed:

	2020-21	2021-22	2022-23	Currently as of 12/1/2023
Suspension Data Out-of-School	0	14	24	5
Suspension Data In-School	0%	0	4	0
Expulsion Data	0	0	0	0

Office Discipline Referrals ODRs	6	70	47	22
Average Daily Attendance (ADA) Rate	98.06%	90.71%	93.23%	94.05%
Chronic Absenteeism Rate	n/a	29.9%	21.4%	19.0%
Graduation Rate	97.3%	95.9%	94.8%	N/A

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
- Parent Advisory Committee
- 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.

Component 1: School Climate

Goal(s): All employees will uphold and implement all stated policies 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 plan.
- Related Activities: Review regularly during Professional Learning Sessions, completion of training through CharterSafe, committee meetings, and safety meetings.
- Resources needed: Safety plan
- Person(s) responsible for implementation: Designated Administrator, Safety Committee
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Educational Partner Surveys

Component 2: Chronic Absenteeism

Goal(s):

- Objective: To reduce chronic absenteeism rate
- Related Activities: parent workshops, staff PDs, student assemblies, home visits
- Resources needed: Staff, data, outside resources,
- Person(s) responsible for implementation: dean of students, attendance clerks
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Attendance records

Component 3: Graduation Rate

Goal(s):

- Objective: To increase rate of graduation

- Related Activities: Assemblies, home visits, 4-year-plans, college counseling, parent meetings, parent college, credit recovery courses
- Resources needed: Staff, online programs
- Person(s) responsible for implementation: College counselor, dean of academics
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Graduation data, academic data

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:

Emergency Drill Evaluation

MPS Emergency Drill Evaluation ([Google Form](#))

The MPS Emergency Drill Evaluation collects the following information:

- School site
- When did the emergency drill take place?
- Drill Type
- Date Conducted
- Time Started and Time Completion
- Alert Type
- Did everyone on campus participate?
- If parents/guardians participated, what were their roles?
- Rate students' performance of emergency procedures.
- Rate faculty's performance of emergency procedures.
- Rate emergency team performance of duties.
- Rate accounting for everyone.
- Rate alert system.
- Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill?
- List the top lesson learned from this drill and how it will be addressed.
- What school-site training support would improve emergency drills and/or preparedness?

PREVENTION

Employee Preparedness

Our commitment to ensuring a safe and secure school environment involves comprehensive measures to prepare and empower our staff for effective response during emergencies. Here are the key components of our Employee Preparedness plan:

Ongoing Preparedness Measures:

- Regular review of the Comprehensive School Safety Plan and other emergency policies and procedures.
- Familiarization with each employee's role during emergency situations.
- Knowledge and evaluation of required drills, ensuring staff are well-versed in emergency response procedures.
- Familiarity with the layout of buildings, grounds, and all emergency procedures.
- Review of the locations of emergency exits, fire extinguishers, fire alarms, and emergency equipment and supplies.
- Attendance at updated training sessions covering first aid, CPR, the use of fire extinguishers, and search and rescue, as necessary.

Employee Skills

At the commencement of each school year, the School Principal or designee will seek input from instructional and non-instructional staff to identify individuals with special skills or experiences that could be beneficial during an emergency. These employees may be assigned specific emergency management roles, such as first aid, CPR, search & rescue, and fire extinguisher training and certification.

The instructional staff is responsible for the following:

- Presenting instruction to students about emergency preparedness plans and student responsibilities during major emergencies.
- Maintaining readily accessible attendance sheets for use during evacuations.
- Updating and storing classroom emergency kits in safe, accessible locations.
- Full participation in fire, earthquake, and evacuation drills.
- Developing planned activities for students during periods of confinement in emergencies.

The School Principal, or designee, is responsible for the following:

- Assigning employees to specific roles based on their skills, abilities, and normal functions.
- Ensuring that all employees are familiar with site maps, evacuation plans, and are trained in emergency response roles.
- Updating lists of employees trained in first aid, CPR, fire extinguisher use, and search and rescue, arranging for update training as necessary.
- Regularly updating site floor plans showing evacuation routes, assembly areas, emergency supplies, equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut-off valves.
- Posting emergency procedures in visible locations across the school.
- Updating the list of disabled students or employees, arranging for evacuation assistance or other special assistance as needed.
- Testing the site warning system and ensuring signal recognition by employees and students.
- Conducting an inventory of all emergency supplies and equipment, replacing used or outdated items.
- Maintaining a list of emergency phone numbers in readily accessible locations.

Employee/Student Special Needs

Employees and students with special needs are encouraged to self-identify their specific requirements during emergencies. At the beginning of each school year, parents are asked to provide written information and

instructions concerning the specific needs of students. Areas of the school with employees and/or students with permanent mobility impairments should maintain any necessary evacuation devices on each floor where such individuals are located.

Emergency Onsite Personnel

Emergency phone contacts for staff 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.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

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

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

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

Reportable Offenses

A mandated reporter is obligated to report whenever, in their professional capacity or within the scope of their employment, they have knowledge of or observe a child whom they know or reasonably suspect has been the victim of child abuse or neglect (Penal Code 11166).

Responsibility for Reporting

Mandated reporters must take immediate action whenever they have knowledge of or observe suspected child abuse or neglect within their professional capacity or employment scope (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).

- Los Angeles County 800-540-4000 or <https://reportChildAbuseLA.org>
- Orange County 714-940-1000 or 800-207-4464 and [Forms | County of Orange Social Services Agency](#)
- San Diego County 858-560-2191 or 800-344-6000

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).

3. **Confidentiality**

Mandated reporters are assured that the reporting process is confidential, and their identity will be protected. Ensuring the safety of the child is the top priority, and the reporting process is designed to support this goal.

Investigation of Suspected Child Abuse or Neglect by Peace Officers - PC 11174.3

A suspected victim of child abuse or neglect may be interviewed during school hours, on school premises, by a representative of a governmental agency investigating the case, or by the State Department of Social Services when deemed necessary. The investigation is based on a report of suspected child abuse or neglect that occurred within the student's home or out-of-home care facility. The student must be given the option of being interviewed in private or selecting a member of the school staff, whether certificated or classified, to be present at the interview.

The selected staff's role is to provide support to the student and to help the student feel as comfortable as possible; it is not to participate in the interview and discuss the case with the student. The principal or the principal's designee should remind the staff member selected of the staff member's role and the requirement to maintain confidentiality prior to the interview. The staff member selected may decline the request to be present at the interview; however, if the staff member agrees to be present, the interview must take place during school hours.

Releasing a Student to a Peace Officer - EC 48906

When a minor student is released to a peace officer for the purpose of removing the student from the school premises, a school official must take immediate steps to notify the parent or responsible relative of the student of such removal and the place to which the student is being taken.

In the case where the student is being taken into custody as a victim of suspected child abuse, the school official must provide the peace officer with the address and contact information of the student's parent. It is the responsibility of the peace officer to contact the parent.

Procedures for Safe Ingress and Egress from School

Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.

1. **Availability of Maps:** Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.
2. **Visitor Protocol:** Visitors and guests are welcome at the school, but reasonable precautions are taken to safeguard students and staff. Visitors should:
 - Report and sign in at the office.
 - Be provided with a visitor's badge.
 - Be prepared to provide identification to school personnel.
 - Respect school rules.
3. **Exterior Door Management:**
 - School personnel should ensure that all exterior doors are marked with a notice instructing visitors to report to the office first. Exterior doors, except those near the office, should remain locked to control access.

4. Staff Training:
 - School staff should receive training on how to greet visitors, with the first question being "May I help you?" Someone should greet every visitor.
5. Response to Intruders:
 - Any intruder found roaming the building without a visitor's badge or visible identification should be escorted to the office. School personnel in the office can then provide additional information or directions.
6. Progressive Response to Non-Compliance:
 - Visitors who fail to comply with school procedures should verbally be informed of the violation. If non-compliance persists:
 - Notify the office of the situation.
 - Follow the person if possible and continue to give notice of the violation of school rules.
 - Notify the police or call 911.
7. Building-Wide Notification Plan:
 - In case of an intruder(s), the office should activate a building-wide notification plan:
 - Make a PA announcement using predetermined code phrases.
 - Instruct classroom doors to be closed.
 - Advise students to remain in their current areas.

Social Climate: School and Physical Environment

At MPS, we firmly believe that safety and education are a shared responsibility among parents, teachers, and students. Our school's successful operation relies on the cooperation of everyone involved. Each group holds a responsibility to contribute, creating an environment where learning, safety, and play can harmoniously coexist. We uphold the principle that every individual, regardless of color, race, gender, popularity, ability, religion, or nationality, has the right to feel safe, secure, and accepted.

Our vision is shared through the student-parent handbook, a tool that communicates our expectations to students and parents alike. MPS is a reflection of all of us, and our policies are crafted to provide a safe and orderly environment conducive to learning. Our dedicated faculty and staff eagerly anticipate sharing their expertise in academics, special programs, and extracurricular activities.

To make MPS a thriving community, we encourage active participation from students and parents. Explore our programs, activities, and schedule, and become an engaged participant in your education through classes, clubs, and various activities. We recognize that a school environment thrives when governed by clearly defined and implemented rules. To this end, MPS has compiled a comprehensive student-parent handbook, addressing the school's regulations and policies to set a standard for the entire school community.

Effective Communication

Open and effective communication is essential for addressing issues or concerns that may arise with teachers, staff members, or administrators. We encourage both students and parents to approach the person directly involved when faced with a situation of concern.

For Students: If a student encounters a challenge at school, we believe in empowering them to communicate and seek resolution. In cases involving classroom situations or issues with teachers, we recommend the following steps:

1. Talk with the Teacher - The student should be encouraged to express their concerns directly to the teacher. Open dialogue between students and teachers is the foundation for understanding and resolving issues.
2. Talk with an Administrator - If the issue persists or if the student is uncomfortable talking directly to the teacher, the student is encouraged to approach an administrator.
3. Parental Involvement - In instances where the student is reluctant to speak with the teacher or administrator, the parent may accompany the student and facilitate the conversation with the teacher.

It is crucial to demonstrate to children how to actively and constructively solve problems. If a concern is significant enough for a child to discuss, it is equally important for them to learn how to be part of the solution. Encouraging problem-solving skills empowers students to take an active role in creating a positive and solution-oriented school environment.

Parent Concern

Addressing concerns in a timely and effective manner is crucial for fostering a positive school environment. Parents are encouraged to follow these steps when dealing with concerns:

1. **Initiate a Conversation with the Teacher.** In the initial stages of any concern, it is recommended to talk directly with the teacher. Teachers can provide insights into classroom situations from both an adult and professional perspective, often resolving misunderstandings through open communication.
2. **Follow up with the Teacher if Necessary.** If the concern persists after an initial conversation, it is advisable to revisit the issue with the teacher. Open dialogue allows for continued communication and a more in-depth understanding of the situation.
3. **Schedule an Appointment with the Administrator.** If resolution is not achieved at the teacher level, parents are encouraged to make an appointment with the relevant administrator. This step ensures that concerns are elevated to the appropriate authority for further consideration.
4. **MPS Home Office Communication.** If concerns persist even after meeting with the Principal, the parent is encouraged to complete the appropriate form available in the MPS Student-Parent Handbook. The form should include details about the complaint and the steps taken to resolve it. Once completed, contact the MPS Home Office to ensure a thorough and documented review of the matter.
5. **MPS Board Communication.** If necessary, the next level of communication involves reaching out to the MPS Board. Parents may initiate this process by revising the form originally submitted. The MPS Board will consider the matter at its next meeting, providing a transparent and structured approach to addressing concerns. In the event that the Board decides not to hear the complaint, the Superintendent's decision will be considered final.

Communication Channels. Teachers, staff, and administration are accessible through email, phone, in-person meetings, and by appointment. However, due to busy schedules, we request parents to schedule meetings in advance rather than dropping in. This ensures that everyone involved can allocate time for a focused and productive discussion.

Respectful and Constructive Communication. MPS emphasizes the importance of maintaining respectful and constructive communication. Parents are kindly requested not to "drop-in" for appointments and should avoid engaging with teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students Responsibilities

I am aware of my responsibilities and will do my best to satisfy my parents'/teachers' expectations at MPS because this will help me do better in the future. I agree to really try and do the following:

- I will come to school dressed in uniform every day and on time.
- I will be prepared for all my classes with all required materials.
- I will complete class work and homework on time.
- I will do all the homework assigned to me the best way I can and ask for help when needed.
- I will strive consistently to give my best, and to make my best academic progress.
- I will act responsibly and respectfully at all times and towards all members of the school community.
- I will follow all school rules.
- I will obey the School's Code of Conduct.
- I will respect my property, that of others, and that of the School.
- I will take good care of my books, and other materials the School allows me to use.

- I will serve my community.

Parent Responsibilities

I understand that my child's studies are very important and my participation in activities at MPS is a critical component of my child's educational success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will take a positive and active role in supporting my student's education.
- I will make certain my student attends school regularly and on time.
- I will notify school when child is absent and provide appropriate documentation.
- I will ensure that my student follows the school attendance policy and dress codes.
- I will ensure that my child come to school rested, clean, well-fed, and appropriately dressed (in student uniform).
- I will notify office immediately if there is a change of home address or phone number.
- I will set aside a specific time and place for my student to do homework.
- I will support my student in completing homework, including, if necessary, limiting time watching television, computer gaming, and recreational internet use.
- I will allow my student to attend remedial and other programs offered if requested by the school as is needed for individual improvement.
- I will set up a college-bound environment at home and support my student through the college admission and scholarship-finding process.
- I will emphasize my child adheres to the MPS Discipline Code at all times.
- I will enforce the School Code of Conduct with my child, including ensuring my child is wearing the uniform and promoting respect for teachers and all adults and students.
- I will follow through with any problem behaviors noted by the School.
- I will attend orientation meetings prior to the start of School.
- I will communicate regularly with my student's teachers to ensure his/her academic success (includes attending at least two conferences in a school year).
- I will review information and work sent home and/or posted online for parents and students via the school website and the online Student Information System and respond as necessary (computer access is available for parents at School if needed).
- I will review progress reports that are sent by the School and respond as necessary.
- I will encourage positive attitudes toward school.
- I will talk with my student about what he/she is learning.
- I will expect and encourage my student to be focused on learning.
- I will expect and support my student to strive consistently to give his/her best, and to make his/her best academic progress.
- I will assure that my child does not destroy materials (textbooks, equipment, etc.) and/or MPS property.
- I will pay for any damages to materials and/or property incurred by student.
- I will assure that students do not bring destructive materials to school (markers, paint, etc.)
- I will assure that all school materials loaned to students will be returned in the condition issued (textbooks, library books, etc.) I will pay for any lost or damaged books in CASH only.
- I understand that a student's bringing or possession of any weapon is grounds for expulsion from the Charter School.
- I will complete and return all necessary school forms and documents on time as requested by school officials.
- I will try to volunteer at School when requested. (Parents/guardians are not required to volunteer for MPS.)

School Responsibilities

- The School will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State Core Curriculum Content Standards in all content areas through an aligned curriculum and rigorous assessment.
- The School will provide a variety of support programs to enhance instruction at all grade levels.

- The School will send frequent reports to parents on their child's progress.
- The School will hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual student's achievement. Conference dates will be listed on the school calendar and additional dates will be sent through notification by the School.
- The School will grant parents reasonable access to staff by appointment through the office.
- The School will provide parents with the ability to observe classroom activities by appointment through the office.

Building Capacity for Engagement

Infinite Campus

MPS leverages the Infinite Campus online web portal to enhance efficient communication among parents, students, and teachers. Each teacher maintains a dedicated grade book for every class, providing a centralized hub for course-related information. Teachers regularly update and share course materials, homework assignments, projects, and course grade statistics, as well as detailed records of students' performance, including grades on quizzes, tests, class participation, and homework assignments. Access to these resources is secured through confidential passwords, ensuring a private and secure environment for students and parents to stay informed and engaged in their academic journey.

ParentSquare

MPS utilizes ParentSquare, a school-to-home engagement platform, to streamline communication between the school and parents. This dynamic platform facilitates automated messages tailored to individual students, delivering key information directly to parents. Utilizing ParentSquare, MPS communicates essential details such as attendance information, news updates, upcoming events, opportunities for parent and family engagement, surveys, resources for parent education, and more. With seamless integration into Infinite Campus, multilingual translation capabilities spanning over 100 languages, and versatile access through the app, email, text, voice, and web portal, ParentSquare ensures inclusive and equitable communication, fostering strong connections between the school and all families.

Parent Advisory Committee (PAC)

In adherence to the Local Control and Accountability Plan (LCAP), the invaluable input of educational partners—including students, families, staff, and community members—is paramount. To fortify the collaborative relationship among these educational partners and review the LCAP along with its various components crucial to student success, schools will host PAC (Partnership Advisory Committee) meetings. PAC meetings will replace School Site Council (SSC) gatherings, streamlining efforts to enhance meeting effectiveness and efficiency.

Scheduled throughout the school year, PAC meetings will actively engage in:

- Planning, Reviewing, and Enhancing LCAP, Title I, and Part A Programs: The committee will play a pivotal role in evaluating and refining the LCAP, Title I, and Part A programs, ensuring alignment with the overarching goals of the LCAP.
- Primary Oversight of Parent and Family Engagement Policy: PAC will serve as the primary committee responsible for reviewing and shaping the parent and family engagement policy. Additionally, if applicable, the committee will extend its purview to other school program plans, fostering a comprehensive approach to school improvement.

Collaboration between school leadership and PAC will be integral to ensuring active parental involvement in the school improvement process. This strategic shift aims to promote effective communication and collective decision-making for the betterment of our educational community.

Parent Task Force (PTF)

Our Parent Association conducts annual elections to fill key positions including President, Vice President, Treasurer, and Secretary. A consistent 10% of our parents actively participate in monthly Parent-Teacher Fellowship (PTF) meetings, creating a dedicated forum for collaborative efforts. PTF meetings serve as a platform where parents take

the lead, steering discussions and garnering support for ongoing fundraising initiatives, cultural events, and engagement opportunities designed for all families.

Led by elected PTF Committee Officers, chosen by families vested in supporting the success of all students at MPS, these meetings foster an environment of shared interest and collective dedication. Throughout these gatherings, parents collaborate, pooling their experiences and skills to strategically work towards common goals that propel student success. This approach ensures a dynamic partnership between parents and the school community, actively contributing to the holistic development and achievement of our students.

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.

Physical Environment

MPS is dedicated to providing a safe, healthy, and nurturing environment characterized by trust, care, and professionalism. To achieve this, we have implemented a comprehensive set of health, safety, and risk management policies that comply with all applicable state and local laws and regulations. The on-site school administration consistently monitors activities to ensure the safety and security of our students. Parents and students are informed through the MPS Student-Parent Handbook about these policies, covering essential aspects of our commitment to safety.

MPS commitment extends to maintaining a drug-free, alcohol-free, and tobacco-free zone within the school premises, accompanied by a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyberbullying through school-wide assemblies and engaging guest speakers. All staff members are designated mandated reporters for cases of child abuse or violence, further reinforcing our commitment to student well-being.

In preparation for emergencies such as natural disasters and fires, we have developed and communicated emergency safety plans. Each classroom is equipped with these plans, and disaster drills are practiced regularly throughout the year. Our collective efforts create a secure and supportive environment that fosters the academic and personal growth of our students.

Multi-Tiered System of Response to Behavior

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

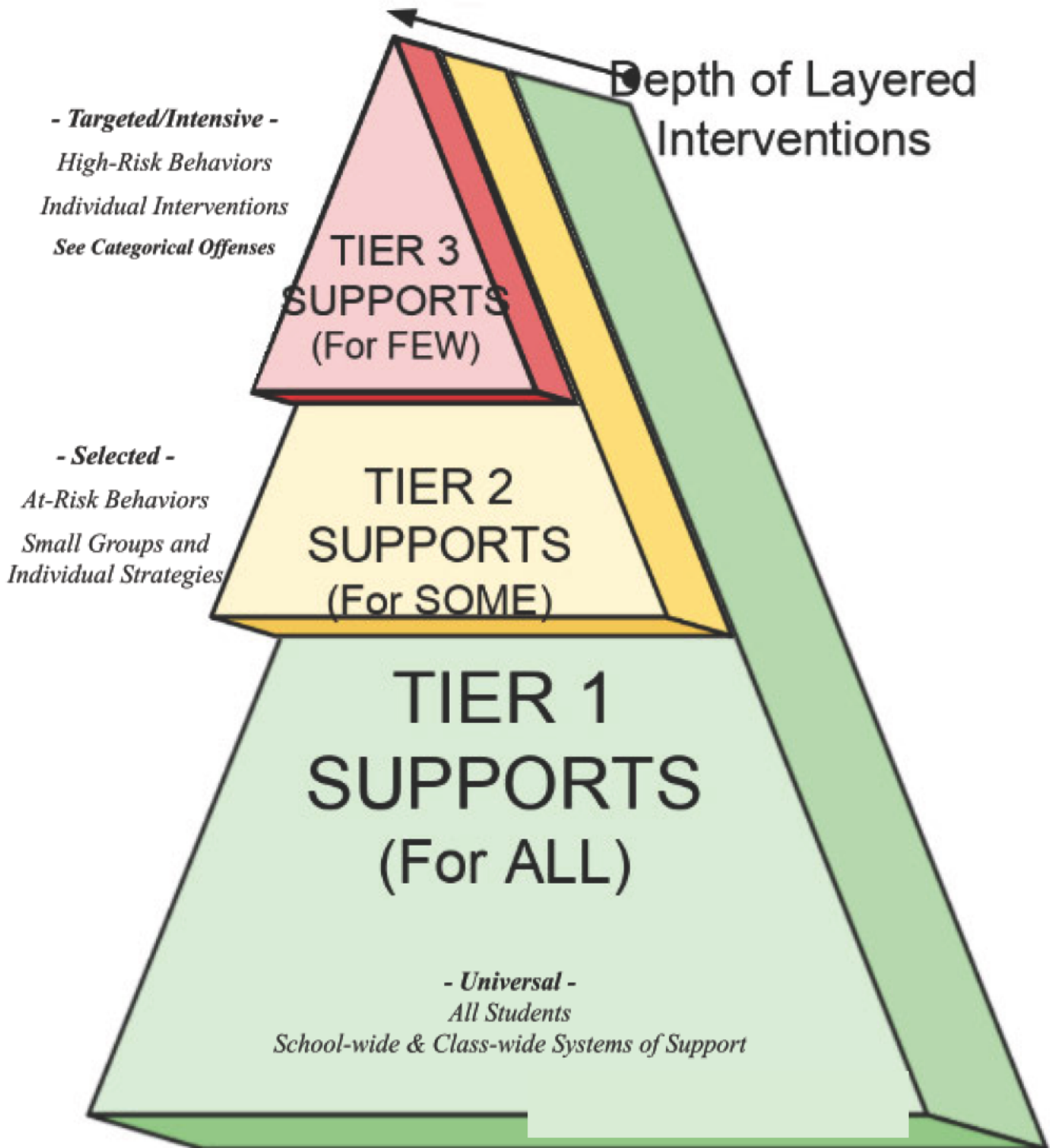
All students at MPS are entitled to the rights guaranteed by the United States Constitution, Bill of Rights, and applicable case law, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each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

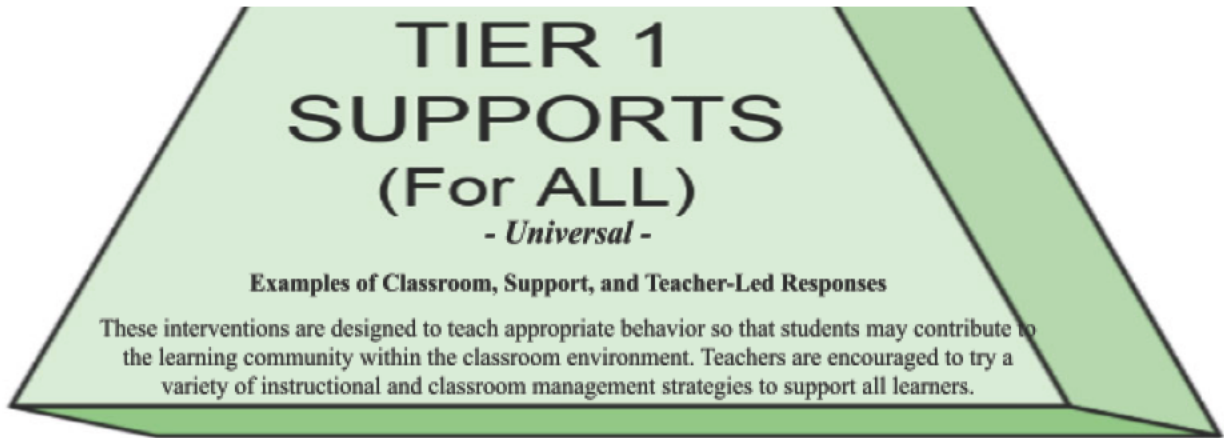
from notification of parents, reflection, to emergency removal from a school activity, suspension, expulsion, and referral to appropriate law enforcement agencies.

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

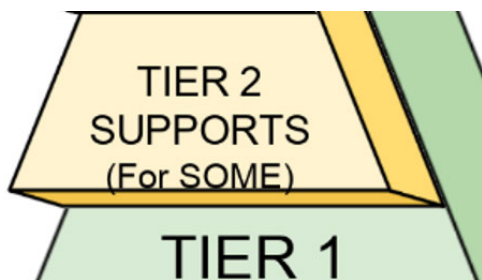
The following charts and tables delineate unacceptable types of behavior in three levels and possible interventions as part of MPS' system of response to behavior.

Multi-Tiered System of Response to Behavior





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

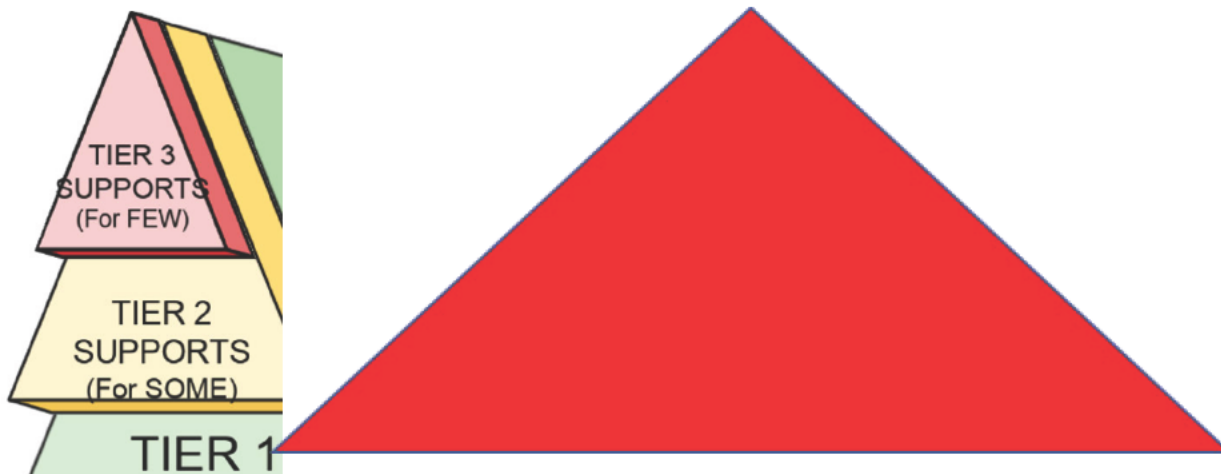


- Selected -

Examples of Support, Removal and Administrative Responses

These responses engage the students' support system to ensure successful learning and to alter conditions that are inappropriate or disruptive.

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



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

Suspension and Expulsion Policy and Procedures

"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

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

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

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

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

including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

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

Positive Behavioral Interventions & Supports (PBIS)

Positive Consequences:

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

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

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

Alternatives to Suspension and/or Expulsion

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

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

Reflection

Reflection will be held on 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.

Grounds for Suspension and Expulsion of Students

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

Enumerated Offenses

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

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is

officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.

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

- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - (d) An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) 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.
- m) 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.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4..

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

The Charter School will use the following definitions:

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

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

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

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

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

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

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

4. Homework Assignments During Suspension

In accordance with Education Code Section 48913.5, upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

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

5. Suspension Appeals

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

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

Authority to Expel

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

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

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

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the

Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

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

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

Special Procedures for Expulsion Hearing Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) calendar days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.
2. MPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness

to the witness stand.

7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

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

Presentation of Evidence

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

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

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

Expulsion Decision

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

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

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

Written Notice to Expel

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

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

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

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

Disciplinary Records

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

Expulsion Appeals

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

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within fifteen (15) working days of receipt of a timely written request for an appeal. *(This timeline supersedes the timeline statement in the charter petition if different.)*

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

Interim Placement

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

MPS shall work with the District for an interim placement or other alternative programs. Should MPS determine after the referral that the student will remain at MPS pending the expulsion hearing based on the best interest of

the student, or if MPS secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, MPS will notify the District of such determination.

Rehabilitation Plans

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

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding the readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

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

Involuntary Removal for Truancy

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

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA/District

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

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as

appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

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

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

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

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

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

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

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

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

others, the parent/guardian or Charter School may request a hearing.

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

5. Special Circumstances

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

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

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

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

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

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

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

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

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

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 above: Suspension and Expulsion Procedures for more information.

Procedures for Notifying Teachers

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

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**, 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.*

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

E.C. 48900

- a(1) Cause, attempted to cause, or threatened to cause physical injury to another person
- a(2) Willfully used force or violence upon the person of another, except in self-defense
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object
- (c) Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant of any kind
- (d) Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation
- (e) Committed or attempted to commit robbery or extortion
- (f) Caused or attempted to cause damage to school or private property
- (g) Stolen or attempted to steal school or private property
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed or unlawful offered, arranged, or negotiated to sell drug paraphernalia
- (k) Disrupted school activities or willfully defied the valid authority of school personnel (Grades 9-12 only)
- (l) Knowingly received stolen school or private property
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (r) Engaged in an act of bullying
- (t) Aided and abetted the infliction or attempted infliction of physical injury or serious bodily injury to another person
- .2 Committed sexual harassment (Grades 4-12 only)
- .3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 only)
- .4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grades 4-12 only)
- .7 Made terroristic threats against school officials or school property, or both

E.C. 48915(a)(1)

- A. Causing serious physical injury to another person, except in self-defense
- B. Possession of a knife or other dangerous object.
- C. Unlawful possession of any controlled substance.
- D. Robbery or extortion.
- E. Assault or battery upon a school employee.

E.C. 48915(c)

- 1. Possessing, selling or otherwise furnishing a firearm.
- 2. Brandishing a knife at another person.
- 3. Unlawfully selling a controlled substance.
- 4. Committing or attempting to commit a sexual assault or committing a sexual battery
- 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

Title IX

Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Magnolia Public School ("MPS" or the "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. MPS school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom MPS does business, or any other individual, student, or volunteer. This Policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. MPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Title IX, Harassment, Intimidation, Discrimination, and Bullying Coordinator ("Coordinator")

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634
ceo@magnoliapublicschools.org

Definitions - 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

Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. § 106.1 *et seq.*) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by MPS.

MPS is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - o Rape, sexual battery, molestation or attempts to commit these assaults.
 - o 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:
 - o Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - o Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - o Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.

- o Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
- o Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student* or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable student to experience a substantial interference with his or her academic performance.
4. Causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by MPS.

* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and transmission originated on or off the 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:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in MPS' education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that MPS investigate the allegation of sexual harassment.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute 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.

Bullying and Cyberbullying Prevention Procedures

MPS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

MPS advises students:

1. To never share passwords, personal data, or private photos online.
2. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
3. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
4. To consider how it would feel receiving such comments before making comments about others online.

MPS informs Charter School employees, students, and parents/guardians of MPS' policies regarding the use of technology in and out of the classroom. MPS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

MPS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. MPS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at MPS and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

MPS' bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

MPS informs MPS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. Professional Development

MPS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other MPS employees who have regular interaction with students.

MPS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by MPS, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

MPS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for MPS students.

Grievance Procedures

1. Scope of Grievance Procedures

MPS will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the MPS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, MPS will utilize the following grievance procedures in addition to its UCP when applicable.

2. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for

assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634
ceo@magnoliapublicschools.org

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. MPS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

MPS acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

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, and any individual designated as a coordinator, investigator or decision-maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

3. Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to MPS' education program or

activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or MPS' educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. MPS will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of MPS to provide the supportive measures.

4. Investigation and Response

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of MPS, the Coordinator (or administrative designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, to provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations
 - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
 - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
 - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
 - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence;
 - A statement that MPS prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.
- Emergency Removal
 - MPS may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with MPS' policies.
 - MPS may remove a respondent from MPS' education program or activity on an emergency basis, in accordance with MPS' policies, provided that MPS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

- This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.
- Informal Resolution
 - If a formal complaint of sexual harassment is filed, MPS may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If MPS offers such a process, it will do the following:
 - Provide the parties with advance written notice of:
 - The allegations;
 - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
 - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
 - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
 - Obtain the parties' advance voluntary, written consent to the informal resolution process.
 - MPS will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- Investigation Process
 - The decision-maker will not be the same person(s) as the Coordinator or the investigator. MPS shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
 - In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
 - The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
 - The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
 - A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
 - Prior to completion of the investigative report, MPS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
 - The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
- Dismissal of a Formal Complaint of Sexual Harassment
 - If the investigation reveals that the alleged harassment did not occur in MPS' educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed.

However, such a dismissal does not preclude action under another applicable MPS policy.

- MPS may dismiss a formal complaint of sexual harassment if:
 - The complainant provides a written withdrawal of the complaint to the Coordinator;
 - The respondent is no longer employed or enrolled at MPS; or
 - The specific circumstances prevent MPS from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
- If a formal complaint of sexual harassment or any of the claims therein are dismissed, MPS will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- **Determination of Responsibility**
 - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
 - MPS will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
 - The allegations in the formal complaint of sexual harassment;
 - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - The findings of facts supporting the determination;
 - The conclusions about the application of MPS' code of conduct to the facts;
 - The decision and rationale for each allegation;
 - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
 - The procedures and permissible bases for appeals.

5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from MPS or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by MPS in response to a formal complaint of sexual harassment.

6. Right of Appeal

Should the reporting individual find MPS' resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of MPS' decision or resolution, submit a written appeal to the President of the MPS Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and MPS will implement appeal procedures equally for both parties.
- MPS will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

7. Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location. MPS will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

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 MPS Human Services for MPS 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.

MAGNOLIA PUBLIC SCHOOLS

Title IX, Harassment, Intimidation, Discrimination, and Bullying Complaint Form

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

City: _____ Zip Code: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

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

Signature of Complainant

Print Name

Date

To be completed by MPS:

Received by

Date

Follow up Meeting with Complainant held on

Uniform Complaint Policy and Procedures

Uniform Complaint Procedures (UCP) Policies and Procedures

Magnolia Public Schools (“MPS” or “Charter School”) complies with applicable federal and state laws and regulations. MPS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing (“UCP”) for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any MPS program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
 - Accommodations for Pregnant and Parenting Pupils;
 - Adult Education;
 - After School Education and Safety;
 - Career Technical Education;
 - Career Technical and Technical Training;
 - Child Care and Development;
 - Compensatory Education;
 - Consolidated Application;
 - Course Periods without Educational Content;
 - Education of Pupils in Foster Care, Pupils who Are Homeless, Migratory Pupils, former Juvenile Court Pupils now Enrolled in a public school and Children of Military Families;
 - Every Student Succeeds Act;
 - Local Control & Accountability Plans (LCAP)/LCFF;
 - Migrant Education;
 - Physical Education Instructional Minutes;
 - Pupil Fees;
 - Reasonable Accommodations to a Lactating Pupil;
 - Regional Occupational Centers and Programs;
 - School Plans for School Achievement;
 - School Safety Plans;
 - Schoolsite Councils.
3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. “Educational activity” means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

- b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
- i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
 - ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
- c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.
- d. If MPS finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, MPS shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by MPS to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.
- e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or MPS and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If MPS adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153. MPS acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. MPS cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, MPS will attempt to do so as appropriate. MPS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or

proceedings, as determined by the CEO, MPS campus Principal, or designee on a case-by-case basis. MPS shall ensure that complainants are protected from retaliation.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure MPS' compliance with law:

CEO and Superintendent
Magnolia Public Schools
250 E. 1st St STE 1500
Los Angeles, CA 90012
(213) 628-3634

Upon receipt of a complaint, the CEO will appropriately assign to the Principal of the MPS campus attended by the complainant. That Principal and/or designee shall investigate the complaint, with oversight by the CEO.

The CEO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CEO or designee.

Should a complaint be filed against the CEO, the compliance officer for that case shall be the President of the MPS Board of Directors.

Notifications

The CEO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy will be made available on MPS' website.

MPS shall annually provide written notification of MPS' UCP to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in MPS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that MPS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that MPS is operating pursuant to Title 22 licensing requirements.
3. A statement that MPS is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal MPS' decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of MPS' decision, except if MPS has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals MPS' decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended

by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

9. A statement that if MPS finds merit in a UCP complaint, or the CDE finds merit in an appeal, MPS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.
11. A statement that copies of MPS' UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that MPS has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CEO, Principal, or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CEO, Principal, or designee shall be made in writing. The period for filing may be extended by the CEO, Principal, or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The CEO, Principal, or designee shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the MPS Board of Directors approved the LCAP or the annual update was adopted by MPS.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, MPS staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process. Before initiating the mediation of an unlawful discrimination, harassment,

intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint. The use of mediation shall not extend MPS' timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

MPS' refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision

MPS shall issue an investigation report (the "Decision") based on the evidence. MPS' Decision shall be in writing and sent to the complainant within sixty (60) calendar days of MPS' receipt unless the timeframe is extended with the written agreement of the complainant. MPS' Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether MPS is in compliance with the relevant law.
3. Corrective actions, if MPS finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal MPS' Decision within thirty (30) calendar days to the CDE, except when MPS has used its UCP to address a complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of MPS' expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with MPS and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. MPS failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, MPS's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in MPS' Decision are not supported by substantial evidence.
4. The legal conclusion in MPS' Decision is inconsistent with the law.
5. In a case in which MPS' Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Principal or designee, under oversight by the CEO, shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of MPS' complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to MPS for resolution as a new complaint. If the CDE notifies MPS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, MPS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court. The CDE may directly intervene in the complaint without waiting for action by MPS when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, MPS has not taken action within sixty (60) calendar days of the date the complaint was filed with MPS.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of MPS' complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if MPS has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

MAGNOLIA PUBLIC SCHOOLS
General Complaint Procedures Form

Last Name: _____ First Name/MI: _____

(if applicable) Student Name: _____ Grade: _____ Date of Birth: _____

Street _____ Address/Apt. _____ #:

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.
I have attached supporting documents. Yes No

Signature

Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

General Complaint Procedures

The ultimate purpose of this general complaint procedure is to encourage the growth and development of MPS as a healthy community. Conflict is often a part of any development or growth process and may arise in any community. An effective process for resolving conflict is therefore both consistent with the vision and mission of MPS, and an essential component of the communication model that our School has adopted.

MPS recognizes that effective communication is paramount in effective conflict resolution and therefore strongly encourages communication strategies that include: Taking personal responsibility for one's own feelings and needs; communication that mutually acknowledges the needs and concerns of one another; and demonstrating honesty and integrity in every interaction.

LEVEL 1: Direct Resolution

If reasonably possible, general complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the person directly using conflict resolution skills without the intervention of a supervisor or other School administrator. It is the hope of MPS that most disputes can be resolved informally by direct and healthy communication between individuals. Such attempts at informal resolution should be documented in writing to assist the Principal (or CEO & Superintendent) and/or Board of Directors to participate effectively in the conflict's resolution.

Examples:

- Pedagogical issues pertaining to anything that occurs in the classroom, i.e., teaching, curriculum, classroom management, or teacher-student relationships, should be addressed directly with the class teacher. Teachers can be contacted by email, written note or via appointment.
- Complaints/concerns about employees or supervisors that do not involve complaints of discrimination or harassment or violations of law should be first addressed with the employee or supervisor directly. If the person(s) involved are unable to resolve the conflict or complaint, the complainant should contact the immediate/appropriate supervisor in an effort to resolve the issue.

LEVEL 2: School Level Resolution

At this step, the complainant should be prepared to give details about the complaint and steps taken to resolve it. The immediate/appropriate supervisor will acknowledge receipt of the complaint in **three (3)** working days, investigate the complaint, a process which normally involves a discussion with the complainant, gathering of relevant facts and evidence, and respond to the complainant within **ten (10)** working days.

Examples:

- Pedagogical, academic or teacher related issues should be addressed with the Dean of Academics/Assistant Principal.
- Student behavior and discipline issues should be addressed with the Dean of Students/Assistant Principal.
- All other issues should be addressed with the Principal.

If the complainant is not satisfied with the response from the immediate/appropriate supervisor, e.g., Dean of Academics/Students or Assistant Principal or the complaint should be directly addressed with the Principal, the complainant should contact the Principal, who will respond within the same timeline. If the complainant is still dissatisfied, and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the CEO & Superintendent of MPS in an effort to resolve the issue.

LEVEL 3: MPS Home Office ("Home Office") Level Resolution

At this step, the complainant should fill out the attached "**General Complaint Procedures Form**" giving details about the complaint and steps taken to resolve it, and contact the CEO & Superintendent of MPS at:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

The CEO & Superintendent (designee) will acknowledge receipt of the written complaint in **five (5)** working days, attempt to identify a resolution that is acceptable to both parties, within **fifteen (15)** working days of the receipt of the written complaint.

If the complainant is not satisfied with the response from the CEO & Superintendent (designee), and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the MPS Board of Directors (“the Board.”)

LEVEL 4: Board Level Resolution*

At this step, the complainant can file a written complaint with the Board through the Administrative Assistant at the MPS Home Office. *(Same contact information as in Level 3)* The complainant should update the “General Complaint Procedures Form” that was used in Level 3. The Administrative Assistant will acknowledge receipt of the written complaint in **five (5)** working days. The Board may consider the matter at its next regular Board meeting or at a special board meeting convened in order to meet the internal 60-day target within which MPS strives to answer the complaint. The Board may decide not to hear the complaint, in which case the CEO & Superintendent’s decision will be final. If the Board hears the complaint, the Administrative Assistant will send the Board’s decision to the complainant within **sixty (60)** days of the School’s initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. The decision of the Board shall be final.

* For MSA-San Diego, MSA-San Diego Governance Committee will work with the Principal and the Home Office in following the General Complaint Procedures to resolve internal complaints and conflicts before they escalate to the MPS Board level.

The complainant has a right to appeal the Board’s decision to the California Department of Education (CDE). In that case, the complainant needs to fill out a “**Uniform Complaint Procedure Form**” - provided in this handbook – and file it within **fifteen (15)** days of receiving the decision. The appeal must include a copy of the complaint filed with the School and a copy of the Board’s decision. The appeal should be sent to:

California Department of Education
1430 N Street
Sacramento, CA 95814

MAGNOLIA PUBLIC SCHOOLS
General Complaint Procedures Form

Last Name: _____ First Name/MI: _____
(if applicable) Student Name: _____ Grade: _____ Date of Birth: _____
Street _____ Address/Apt. _____ #:

City: _____ State: _____ Zip Code: _____
Home Phone: _____ Cell Phone: _____ Work Phone: _____

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. Yes No

Signature

Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

Professional Boundaries: Staff/Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with

students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee 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.

Examples of Specific Behaviors - Unacceptable Staff/Student Behavior (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.
- 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.

Unacceptable Staff/Student Behavior 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 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.

Dress Code/Uniforms

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

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

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

A Free MPS Uniform Set

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

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

Religious Head Coverings

Religious head coverings shall be permitted.

Free Dress & Theme Dress Days Code

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

- On free dress days, clothing must be in good taste and appropriate for school. Clothing should not be inappropriately tight, revealing, or transparent.
- The school's dress code is strictly enforced during free dress days as well. All students must follow the same guidelines with the exception of not wearing their uniform.

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

MPS Student Uniform Policy

B O T T O M	<ul style="list-style-type: none"> ● Pants, shorts, skirts, skorts, or capris are acceptable. ● Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue. <p><u>Belts</u> <i>(required for all variations of dress uniform)</i></p> <ul style="list-style-type: none"> ● Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal). ● The buckle may only have one catch. ● Belt must be of correct waist size, so that there is minimal excess length (less than five inches). ● Any excess length of belt must be tucked through a belt loop and may not hang down. 	<p><u>Pants/Skirts/Skorts/Shorts</u></p> <ul style="list-style-type: none"> ● May not be baggy or inappropriately tight. May not be rolled at waist. Top of garment must be at or above hip bone. ● Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides. ● Skirts that are above the top of the kneecap should be worn with leggings/tights and must be no shorter than the longest fingertip. ● Pants may not be made from legging or jegging material. ● Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle. Socks may not be worn over pants. ● Rubber bands are not allowed on the bottom of pants or ankles. ● No jean/denim style pants ● No Cargo pants/shorts. ● Must have a built-in pocket not a sewn-on pocket.
T O P	<ul style="list-style-type: none"> ● White, gray, black or navy-blue polo or woven shirts must have the school logo. They may be either short or long sleeved. ● Hoods may not be worn at school. ● Top of garment must be at or above hipbone when student is standing up. 	<p><u>Undergarments</u></p> <p>All undergarments, including bras, boxer shorts, etc., should not be visible</p> <p><u>Other Guidelines</u></p> <ul style="list-style-type: none"> ● Woven shirt or polo shirt must be tucked in neatly at the waist at all times. These shirts may not be inappropriately tight or baggy. ● Undershirts must be short-sleeved if worn. ● The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned. ● Under shirt may not hang out of sleeves.

F O O T W E A R	<ul style="list-style-type: none"> For all footwear including “athletic” footwear, the majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.) Plain, unadorned socks must always be worn, tights are also acceptable. Color of the socks or tights: Solid black, dark brown, navy blue or white. No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels. 	<p>Shoes</p> <ul style="list-style-type: none"> Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoelaces must match shoes and be in solid color. <p>Jewelry and Accessories/Cosmetics</p> <ul style="list-style-type: none"> 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 undue attention. Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school. Cosmetics must be appropriate for school and not attract undue attention. <ul style="list-style-type: none"> No brightly colored or glitter eye shadow, or blush. Mascara and eyeliner should be minimal. Lipstick should be a natural color. Earrings must be studs or one (1) inch hoops and worn on earlobe.
P E U N I F O R M	<ul style="list-style-type: none"> Top: Students will wear a solid gray t-shirt, preferably with the MPS logo. Solid white, gray, black, or navy blue sweatshirts with or without the MPS logo may also be worn during PE. Bottom: Properly fitting navy shorts. Waist size of shorts must be appropriate to student’s waist size (i.e. not inappropriately tight or baggy). Shorts should be no shorter than your longest finger when standing with your hands by your sides Footwear: Any athletic shoes suitable for basketball, tennis, and field sports. The majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.) 	
O U T E R W E A R	<ul style="list-style-type: none"> Hats, hoods, caps, and other headgear may not be worn in school buildings, except for purposes of religious observance. No gloves or finger lacing of any sort are allowed. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue. <p>For colder weather</p> <ul style="list-style-type: none"> Crew-neck and zip v-neck sweatshirt and jackets are permitted, with or without the MPS logo. Sweatshirts and jackets must be solid white, gray, black, or navy-blue. 	

Notes

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

RESPONSE

Disaster Response Procedures

The purpose of these procedures is designed to offer clear guidance and instructions for safety and emergency preparedness, aimed at safeguarding the well-being of both students and staff during critical situations. The subsequent sections outline specific procedures tailored to various emergency scenarios.

1. Ensuring the safety and welfare of students and staff.
2. Facilitating a secure and coordinated response to diverse emergency situations.
3. Safeguarding the school's facilities and property.
4. Efficiently restoring normal conditions with minimal confusion in the shortest time possible.
5. Establishing a seamless 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 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 Response Team and coordinate response as needed, particularly in the area of mental health support. In the event of the following scenarios, the principal or designee will communicate with stakeholders using the school's mass communication system.

Fire

In the event of a fire at our school, the following procedures will be promptly implemented:

- **Discovery of Fire:** Upon discovering a fire, teachers or staff members will immediately guide all occupants out of the building, activate the fire alarm, and promptly report the incident to the school administrator.
- **Incident Command and Evacuation:** The principal or designee will assume the role of the Incident Commander and initiate the Evacuate Building action. Staff and students will follow prescribed or safe routes to evacuate buildings, assembling at designated Assembly Areas.
- **Emergency Services Notification:** The school principal or designee will contact 911, providing precise details about the fire's location (e.g., building, room, area).
- **Evacuation Accountability:** During an evacuation, teachers will carry student rosters and any necessary emergency supplies, taking attendance at the Assembly Area to ensure accountability for all students. Special attention will be given to students with cognitive disabilities to ensure their understanding of directions. Teachers will promptly inform the Assembly Area Team of any missing students.
- **Security Measures:** The administrative team will secure the affected area to prevent unauthorized entry and maintain clear access roads for emergency vehicles.
- **Utilities and Post-Incident Actions:** The administrative team will notify the relevant utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- **Parent Communication:** The principal or designee will communicate with and update parents promptly via ParentSquare, ensuring transparent and timely information dissemination.

These procedures are designed to prioritize the safety and well-being of all occupants. Regular training and drills will reinforce these protocols, promoting a swift and coordinated response during an actual emergency.

Lockdown

This protocol is enacted in response to identified or directed threats of violence or gunfire by law enforcement, aiming to prevent perpetrators from entering any occupied campus areas. The purpose of a lockdown is to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the school's security.

Lockdown Procedures:

- **Initiating Lockdown:** Lockdown is declared when the threat of violence or gunfire is identified. All personnel must adhere to this protocol to ensure the safety of everyone on campus.
- **Secure Classrooms or Designated Safe Locations:** During Lockdown, students are required to remain in locked classrooms or designated safe locations. It is imperative to keep classroom doors locked at all times.
- **Immediate Actions for Classes:** Upon receiving the lockdown announcement:
 - Classes will remain in their rooms.
 - Redirect any students in hallways or outdoors into the nearest locked classroom.
 - Physical education classes will relocate to secure areas such as the gym, auditorium, or multi-purpose room.
- **Safety Measures within Classrooms:** Once in the secured location:
 - Move students to the most protected areas in the room and lock the door.
 - Instruct students to face away from windows, keeping their backs toward windows.
 - Close and lock all doors and windows.
 - If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
- **Lights and Power:** Turn off lights, power equipment, appliances, and ensure cell phones are on silent mode. Maintain silence in the room to avoid detection.
- **Attendance and Student Accountability:** Take and report attendance as feasible. Teachers must account for any students with cognitive disabilities who may require additional assistance or may not have fully understood the directions.
- **Remain in Secured Locations:** All personnel must remain in the secured room until further instructions are received from official sources.

This Lockdown Procedure is designed to prioritize the safety of all individuals on campus. Regular drills and ongoing training will familiarize staff and students with these protocols, ensuring a swift and coordinated response during an actual emergency.

Medical Emergency

Medical emergencies or accidents may occur unexpectedly, involving students or employees. Depending on the severity, some incidents may only require first aid, while others demand immediate medical attention. In any uncertainty, prioritize caution and promptly dial 911.

- **Emergency Reporting:** In the event of a medical emergency involving a student or employee, immediately report the incident to the School Principal or designated personnel. Dial 911 or instruct someone to do so. When reporting, provide the following essential information:
 - School name and phone number.
 - Building address, along with the nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
 - Nature of the emergency.
 Stay on the line until advised to disconnect by the dispatcher.
- **School Notification:** Notify the school office about the injured individual and the initiation of an ambulance call. Request the dispatch of a first aid/CPR-trained employee to assist the victim.
- **Assistance and Victim Care:** Maintain composure during the emergency. Keep the victim warm with a coat or blanket.

- Avoid moving the victim unless there is a risk of further injury. Refrain from offering any food or drink to the victim.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Administration of Naloxone (Narcan)

Provide emergency Naloxone (Narcan) or another opioid antagonist to trained school personnel, with designated volunteers receiving initial and annual refresher training for the storage and emergency use of these medications. Responding to medical emergencies, particularly opioid overdoses, and the safe administration of Naloxone within the school environment. This plan aims to ensure the well-being of students and staff and to provide timely and effective intervention in the event of an opioid-related emergency.

Identification of Potential Overdose Cases:

- Training is provided to school staff, including teachers, administrators, and support staff, on recognizing the signs of opioid overdose, such as respiratory distress, unconsciousness, or pinpoint pupils.

Naloxone Training:

- The school designates key personnel, such as school nurses and selected staff members, to undergo specialized training in the administration of Naloxone.
- Training includes recognizing signs of overdose, proper administration techniques, and post-administration procedures.

Emergency Response Protocol, in the event of a suspected opioid overdose

- Maintain accessible and strategically located Naloxone kits within the school, particularly in areas where medical emergencies are more likely to occur.
- Trained personnel authorized to administer Naloxone during emergencies, and trained to follow the outlined step-by-step process for administering Naloxone, emphasizing proper dosage, injection techniques, and post-administration monitoring.
- After administration of Naloxone, staff shall immediately call emergency services (911) to report the incident and request urgent medical assistance
- Establish a post-administration monitoring procedure to ensure the individual's vital signs are stable. If necessary, continue to provide supportive care until emergency medical services arrive.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Administration Procedure

This Medical Emergency Protocol is designed to ensure swift and organized responses in times of need. Regular training and drills will familiarize staff with these procedures, promoting a safe and supportive environment within our school community.

Earthquakes

Earthquakes can occur without warning, often followed by aftershocks that may persist for weeks or months. The impact on buildings varies, making it crucial to remain calm and act promptly during and after the shaking.

- Stay Calm and Assess: Keep calm during the shaking and remain in your current location. Assess the situation before taking action. Remember, injuries often result from flying or falling debris.
- Drop, Cover, and Hold On: Upon the first indication of an earthquake, teachers should instruct students to Drop, Cover, and Hold On.
- Move to Safety: Move away from windows and overhead hazards to avoid glass and falling objects.
- Students with Disabilities: Students with disabilities preventing them from seeking protection under furniture should:

- Move away from unsecured items in the room.
- Go to a structural corner away from cabinets, shelves, and windows.
- Lock wheelchair wheels and protect their head and neck with their hands.

After the Earthquake

- Incident Commander Activation: When the shaking stops, the principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation Procedures: Staff and students will evacuate using prescribed or safe routes to the Assembly Area.
- Attendance and Student Accountability: Teachers will bring their student roster and emergency supplies, taking attendance at the Assembly Area. Special attention will be given to students with cognitive disabilities.
- Missing Students Notification: Teachers will notify the Assembly Area Team of missing students or any student left behind.
- Security Measures: The administrative team will secure the area to prevent unauthorized entry and ensure clear access roads for emergency vehicles.
- Utilities and All Clear: Notify the appropriate utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will notify and update parents promptly via ParentSquare.

This Earthquake Response Protocol is designed for the safety and well-being of all individuals on campus. Regular drills and training will reinforce these procedures, fostering a resilient and prepared school community.

Assaults

Assaults, involving acts of striking or inflicting injury on a person, are considered serious matters, demanding immediate attention and appropriate action. Any threat or assault on students or employees requires prompt reporting to the School Principal or designated personnel. The decision to involve law enforcement officials will be determined by the School Principal or designee.

General Reporting Steps:

- Immediate Reporting: Report any threat or assault on students or employees promptly to the School Principal or designee.
- Law Enforcement Notification: The School Principal or designee will assess the severity and decide whether law enforcement officials should be notified.

In Case of Serious Assault:

- Emergency Services: Dial 911 immediately.
- Seek Medical Attention: Seek first aid or medical attention for any injuries sustained during the assault, if indicated.
- Document Injuries: Have photographs taken of any injuries as part of the documentation process.
- Assailant Description: Write down a detailed physical description of the assailant as soon as possible after the incident, including sex, age, height, weight, race, clothing, and any weapon used.
- Witness Information: Obtain names and telephone numbers of any witnesses present during the assault.
- Incident Report: Draft an incident report detailing the circumstances of the assault.
- Submission to School Principal: Submit the incident report to the School Principal or designee for review.
- Law Enforcement Involvement: The School Principal or designee will submit an incident report to local law enforcement if the assault is deemed serious.

This Assault Incident Protocol is designed to ensure a swift and comprehensive response to any assault situation. Regular training and awareness programs will support the school community in understanding and implementing these procedures effectively.

Biochemical/Hazardous Materials

A biological or chemical release involves the discharge of substances in solid, liquid, or gaseous states, with potential incidents ranging from chemical spills in school laboratories to hazardous material incidents adjacent to the school. Early detection and swift response are essential to ensure the safety of students and staff.

Indicators of Release:

- Multiple victims with symptoms such as watery eyes, twitching, choking, loss of coordination, trouble breathing.
- Presence of distressed animals or dead birds.

Response Procedures:

- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation and Isolation: Staff and students will use designated routes to the Assembly Area, upwind of the affected area. Those exposed to contaminants should be isolated from the rest of the school population.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details and the nature of the emergency.
- Area Isolation and Access Restriction: The administrative team, under the Incident Commander's instructions, will isolate and restrict access to potentially contaminated areas.
- Ventilation and Air Handling Measures: The Security/Utilities Team will turn off local fans, close windows and doors, and shut down the building's air handling system.
- Parent Communication: The principal or designee will promptly notify and update parents via ParentSquare.
- Decontamination and Triage: Individuals in direct contact with hazardous substances should wash affected areas with soap and water. Outer clothing layers, potentially contaminated, should be removed and contained. The Triage Team will evaluate and monitor exposed individuals.
- Assembly Area Team Responsibilities: Prepare a list of all people in the affected or contaminated area, specifying those with actual contact. Provide the list to the Incident Commander and emergency responders.
- Crisis Team Activation: The Crisis Response Team will convene on-site, initiating counseling and recovery processes.
- Area Reopening: Affected areas will not reopen until clearance is provided by the appropriate agency, such as Los Angeles County HazMat, and the Incident Commander authorizes it.
- All Clear Activation: Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

These protocols ensure a comprehensive and coordinated response to biochemical/hazardous material incidents, prioritizing the safety and well-being of the school community. Regular drills and training will enhance preparedness and awareness.

Disorderly Conduct

Disorderly conduct, whether exhibited by a student, staff member, or visitor, can pose a threat to the safety and well-being of the school community. The following protocols are established to ensure a measured and effective response:

- Immediate Action: Upon witnessing disorderly conduct, staff should take immediate steps to calm and control the situation, prioritizing the safety of all individuals involved. If safe to do so, attempts should be made to isolate the perpetrator from other students and staff.
- Witness Statements: Witnesses are encouraged to provide written statements detailing the incident for follow-up by the school administrator and/or law enforcement agency.

- Notification to Principal: Staff witnessing disorderly conduct should promptly notify the principal or designee.
- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating appropriate emergency functions such as Lockdown, Evacuate Building, or Off-site Relocation.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details (e.g., building, room, area) of the incident.
- Immediate Threat Response: If an immediate threat is not evident, the Incident Commander or designated staff may attempt to defuse the situation. Approach the individual in a calm, nonconfrontational manner and request they leave the campus, avoiding hostile situations.
- Family Notification (if applicable): In the case of a student involved, every effort should be made to notify the family, as they may provide valuable insights on handling the situation.
- Parent Communication: The Incident Commander will promptly notify and update parents via ParentSquare, as necessary.
- Threat Assessment/Management Team Activation: The Incident Commander and team will assess whether activating the threat assessment/management team (Crisis Response Team) is warranted.
- All Clear Activation: Once the incident concludes, and the campus is determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are designed to address disorderly conduct swiftly and efficiently, prioritizing the safety of the school community and providing necessary support and communication channels. Regular training and drills will enhance preparedness and response capabilities.

Vandalism

In the event of school vandalism, the following procedures are to be adhered to for a comprehensive and effective response:

- Notification of School Authority: Promptly notify the school principal or designee of the vandalism incident.
- Building and Grounds Personnel Notification: Notify building and grounds maintenance personnel to assess and address the immediate physical impact.
- Assessment of Severity: The School Principal, or designee, will assess the seriousness of the situation, gauging the level of assistance required, which may involve engaging local law enforcement.
- Identification of Perpetrators: If possible, attempt to identify the individuals involved in the act of vandalism.
- Witness Interviews and Statements: Conduct interviews with witnesses and obtain written statements detailing the incident.
- Documentation Process: Document the incident promptly, preparing an incident report that includes any witness statements. Submit this report to the School Principal or designee.
- Parent/Guardian Notification: Notify parents or legal guardians of the affected students about the vandalism incident.
- Disciplinary Measures: Determine appropriate disciplinary measures in response to the act of vandalism.
- Restitution Assessment: Evaluate any monetary restitution issues arising from the vandalism and determine the applicable amounts.

These procedures are established to ensure a systematic response to vandalism incidents, address immediate concerns, identify responsible parties, and implement appropriate disciplinary and restitution measures. Regular communication with parents and legal guardians is crucial for maintaining transparency and fostering a sense of responsibility within the school community.

Loss or Failure of Utilities

In the event of a utility failure, encompassing the loss of water, power, or other essential utilities on school grounds, the following comprehensive procedures are to be followed:

- **Immediate Action for Broken Utility Lines:** In the case of a broken water or electrical line, make an immediate effort to shut off water or power to the affected area. Simultaneously, notify the school administrator without delay.
- **Incident Commander Designation:** Upon receiving notification of a utility loss, the principal or designee assumes the role of Incident Commander. The Incident Commander will initiate appropriate emergency functions, including potential actions like Shelter in Place or Evacuate Building.
- **Communication with MPS General Counsel & Facilities Department:** The Incident Commander, during business hours, will promptly notify the MPS General Counsel & Facilities Department, specifying the location and nature of the emergency. The preferred vendor list may be engaged based on the Incident Commander's discretion.
- **Utility Company Coordination:** MPS General Counsel & Facilities Department personnel, collaborating with the Incident Commander, will contact the affected utility company. This communication aims to ascertain the necessity of their assistance, recommended actions, and the anticipated duration of the service interruption.
- **Evacuation Procedures:** If the Evacuate Building action is warranted, teachers will evacuate with student rosters and essential classroom emergency supplies. Attendance will be taken in a safe location. Special consideration will be given to students with cognitive disabilities.
- **Parent Notification via ParentSquare:** The Incident Commander will inform and update parents promptly through ParentSquare.
- **Utilization of Emergency Supplies:** School emergency supplies will be deployed as needed to compensate for the utility loss.
- **All Clear Action:** Once the incident is concluded, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- **Specific Concern Protocols:** In addition to the outlined procedures, the Incident Commander will implement specific protocols tailored to the nature of the utility concern (e.g., loss of water supply, power outage).

These procedures are established to ensure a swift, organized, and effective response to utility failures, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Bomb Threat/Suspicious Package

In response to the discovery of a suspicious package on campus grounds or the receipt of a threatening phone call indicating a potential explosion risk, the following procedures are implemented:

Response to Threatening Phone Calls:

- **Immediate Action:** The call taker aims to keep the caller on the line while alerting someone else to call 911. Simultaneously, the staff member calling 911 provides essential information to the operator:
 - Nature of threat on the phone line
 - School name
 - Phone number of the line receiving the threat
 - Name and contact information of the staff member
- **Informing the Principal:** The person answering the threat call informs the principal immediately and gathers and records information about the call, addressing bomb threat questions such as location, timing, appearance, motive, and contact details.
- **Voice Analysis and Background Evaluation:** Questions are complemented by evaluating the caller's voice and background noise for characteristics such as gender, age, accent, speech clarity, and background environment.
- **Incident Commander Designation:** The principal or designee assumes the role of the Incident Commander, advising the school. Law enforcement may instruct the school to wait for officers to arrive and conduct an

investigation. The Incident Commander, in consultation with law enforcement, determines appropriate emergency functions, such as Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.

Discovery of Suspicious Packages or Objects:

- Cell Phone and Radio Precautions: If unusual or suspicious packages, boxes, or foreign objects are discovered, all cell phones and hand-held radios are turned off to prevent potential triggering by radio frequencies.
- Object Discovery Protocol: Report the discovery to the Incident Commander while securing the immediate area without touching or disturbing the object. No attempt should be made to investigate or examine a suspicious object.
- Parent Notification via ParentSquare: The Incident Commander notifies and updates parents through ParentSquare.

Evacuation Procedures:

- Incident Commander's Decision: The Incident Commander, consulting with law enforcement, may alter emergency functions based on the situation. In case of a confirmed threat or bomb discovery, the Evacuate Building action is issued.
- Safe Evacuation: Staff and students evacuate using safe routes to the Assembly Area.
- Attendance and Missing Students: Teachers bring student rosters, take attendance at the Assembly Area, and account for students. Special consideration is given to students with cognitive disabilities. Teachers notify the Assembly Area Team of missing students.

Post-Incident Actions:

- Crisis Response Team: The Crisis Response Team convenes on-site for counseling and recovery.
- Inspection and All Clear: School activities do not resume until proper authorities inspect affected buildings and declare them safe. The Incident Commander initiates the All Clear action after the incident concludes.
- Off-Site Relocation: The Incident Commander may initiate an off-site relocation if conditions warrant.
- Incident Report: Following the incident, the Incident Commander completes a comprehensive bomb threat report for analysis and reflection.

These procedures are established to ensure a swift, organized, and effective response to bomb threats and suspicious packages, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Explosions/Risk of Explosions

In the unfortunate event of an explosion or the risk of explosion at the school, the following procedures should be followed:

- Initiate Drop, Cover, and Hold On: In the event of an explosion, all individuals should immediately initiate the Drop, Cover, and Hold On protocol.
- Incident Commander and Emergency Services: The principal or designee becomes the Incident Commander and promptly calls 911 to provide precise details of the emergency, including the location (e.g., building, room, area) and the nature of the incident.
- Consultation and Emergency Functions: The Incident Commander will consult with available law enforcement and, considering the potential for another imminent explosion, determine appropriate emergency functions. Actions may include Shelter in Place, Evacuate Building, or Relocation. Evacuation may be required in some buildings on campus, with others serving as shelters.
- Evacuation Procedures: In the event of an evacuation, staff and students will use prescribed routes or other safe routes to proceed to the Assembly Area.
- Attendance and Notifications: During evacuation, teachers will bring the student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are responsible for accounting for students with cognitive disabilities who may not have understood the directions, and they will notify the Assembly Area Team of missing students. The Incident Commander will promptly notify and update parents via ParentSquare.

- Medical Assistance: The Triage Team will promptly check for injuries and provide appropriate medical assistance.
- Utilities and Building Security: The Incident Commander will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities. The administrative team will secure the building entrance to prevent unauthorized persons from entering the school buildings.
- Search and Rescue Activities: If it is determined safe to enter affected areas, the Incident Commander will direct the administrative team to initiate search and rescue activities.
- Reopening and Clearance: Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or the appropriate agency provides clearance, and the Incident Commander authorizes such action.
- Relocation Procedures: The Incident Commander may initiate a Relocation if conditions warrant such a decision.
- All Clear and Conclusion: Once the incident has concluded, and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are established to ensure a swift, organized, and effective response to explosions or the risk of explosions at school, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Fighting or Riots

When dealing with a fight or the potential escalation to a riot, school staff should adhere to the following guidelines:

Fighting:

- Communication and Assistance: Utilize radio units or cell phones for communication. If not feasible, send a reliable student to the office to seek assistance. Speak loudly, demanding an immediate cessation of the behavior.
- Collaboration and Intervention: Seek assistance from other teachers to address the situation. If students begin to gather, work swiftly to disperse them.
- Identification and Intervention: Call out the names of involved students, if known, and inform them of their identification. For serious fights, especially those involving weapons, seek additional help from law enforcement personnel.
- Separation and De-escalation: Attempt to separate involved students using an assertive tone. Consider age, size, and personal safety before intervening physically. If successful in separating students, avoid further confrontational behavior. Allow students time to talk in a calm setting to gradually change the climate of the situation.

Riots:

- Prevention and Sensitivity: Encourage teachers and staff to be sensitive to the emotional climate and defuse tensions before problems escalate.
- Law Enforcement and Assessment: Notify local law enforcement of the disturbance and convene at a pre-designated site to evaluate the situation.
- Emergency Response Plans: Have a law enforcement officer assess and call for necessary resources, such as backup and emergency medical assistance.
- Activate emergency plans, including:
 - Instruct office staff to handle communications and initiate lockdown orders.
 - Notify transportation for appropriate buses for evacuation.
 - Assign staff to a temporary detention facility and log information.
 - Direct a teacher or designee to initiate lockdown and immobilize the campus.
- Collaboration and Communication: Collaborate with the MPS Outreach & Communications Department to brief a representative for media interactions.
- Medical Treatment and Triage: Assign staff to a pre-designated medical treatment/triage facility.

Remember, these protocols are established to ensure a swift, organized, and effective response, prioritizing the safety and well-being of students and staff during such incidents.

Crisis Response

A school crisis is an unexpected critical incident that poses a safety threat or disrupts the school day, impacting teaching, learning, and overall well-being. Common reactions include shock, confusion, and fear. While each crisis may affect individuals differently, it can have a broad and immediate impact on students and adults. Examples include accidents, violent incidents, deaths, natural disasters, or acts of terrorism.

Multi-Tiered Crisis Response Team Model:

Tier I: School Site Crisis Response Team:

- Initiates crisis response, assesses needed services, and provides direct interventions.
- Determines the need for additional assistance from the Home Office.
- May be activated during emergencies or as a stand-alone team.

Tier II: Academic Department (Director of Special Education and Services; Director of Student Services):

- Contacted by the school site for support beyond the team's scope.
- Provides consultation, direct intervention, assistance with communications, and guidance for recovery/SEL support.

Tier III: MPS Home Office Crisis Response Team:

- Engaged based on collaboration between the Academic Department and the school site.
- Offers consultation, direct intervention, communication support, and recovery guidance.

Crisis Response Procedures:

- **Activation and Assessment:** The principal or designee, as the Incident Commander, activates the School Site Crisis Response Team. The team, in collaboration with the Incident Commander, assesses the impact and triages students, staff, and parents/guardians.
- **Direct Intervention Services:** The Crisis Response Team delivers crisis intervention services, including psychological first aid.
- **Restoration of School Functions:** Advises and assists the Incident Commander in restoring regular school functions efficiently and quickly.
- **Limiting Exposure and Ongoing Assessment:** Takes measures to limit exposure to scenes of trauma, injury, and death. Provides ongoing assessment of needs and follow-up services as required.

These protocols are designed to ensure a comprehensive, organized, and effective response to crises, prioritizing the well-being of students, staff, and the school community.

Active Shooter/Gunfire

In the event of a threat of violence on campus or the sound of gunfire, lockdown procedures should be immediately implemented. An Active Shooter on Campus is defined as an individual or individuals on school grounds armed with a firearm, having caused injury or death with the firearm and demonstrating continued threat.

Procedures for Staff:

- Upon the first indication of an active shooter, staff must promptly notify the principal or designee, who assumes the role of Incident Commander.
- The Incident Commander initiates a lockdown, the recommended emergency response.
- A call to 911 is made, providing precise details of the incident. A designated person should remain on the line with the police if safe.
- Establish communication with classrooms through school phones, email, cell phones, or radios to keep everyone informed.
- Notify MPS Home Office through the HOST channel and request assistance.

- Collaborate with the MPS Outreach & Communications Department to inform and update parents via ParentSquare.

Principal/Designee and Crisis Response Team Responsibilities:

- Secure perimeter gates and ensure all individuals are safely behind locked doors.
- Initiate the process of accounting for all students and staff.
- Calm and control students through regular announcements. If safe, maintain separation between students and the perpetrator.
- If imminent danger is identified with an active shooter on campus, Rapid Relocation may be initiated, ensuring students are not placed in the gunman's path.

Rapid Relocation Procedures:

- Encourage quick evacuation through any safe exit. If leaving campus, the preferred off-site relocation point is chosen if the route is safe.
- Inform local law enforcement of the decision to leave campus and the chosen destination. Keep them updated on students and staff not reaching the relocation point.
- Calm students, establish a perimeter for safety, and re-establish Incident Command teams with available staff.
- The Triage Team collaborates with first responders for medical attention to the injured.
- The Incident Commander prepares a verified list of the wounded and their transport locations, coordinating with the School Site Crisis Response Team for parent notifications.
- All media inquiries are directed to the MPS Home Office Outreach & Communications Department.
- Once the incident concludes and the campus is declared safe, the Incident Commander initiates the All Clear action.
- A debrief session with staff and school police officers is conducted by the Incident Commander.

These crisis response protocols are established with the paramount goal of ensuring the safety, well-being, and efficient recovery of students, staff, and the school community in the face of unforeseen critical incidents. The collaboration between school personnel, law enforcement, and relevant agencies is crucial to swiftly and effectively address emergencies, minimize disruptions, and support the emotional and physical recovery of those affected. By adhering to these comprehensive procedures, we aim to create a secure and resilient environment conducive to the continued growth and success of our educational community.

Use of Facilities

In the event of disasters or emergencies, the school is committed to supporting the mandated emergency procedures established by law enforcement, government, or public safety agencies. This ensures that students and both certificated and classified staff follow necessary protocols, enabling the school to serve as a mass care and welfare shelter.

Evacuation

In the event that community conditions or internal school circumstances necessitate a site evacuation, the following steps should be undertaken:

- The principal or designee assumes the role of Incident Commander and will communicate evacuation instructions via the PA system. If the PA system is unavailable, alternative communication methods, such as messengers, will be employed. The principal will convey a calm demeanor, offer reassuring comments, affirm that the situation is under control, and provide clear directions.
 - Example Statement: "Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll books 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."
- The Incident Commander will activate the fire alarm system as a signal to initiate the evacuation process.

- Designated emergency team members/staff will secure medications, related documents, and other essential medical supplies/equipment, such as First Aid Kit, CPR, AED, Epi-Pen, and Sharps container.
- Teachers will instruct students to evacuate the building using designated routes and assemble in their assigned Assembly Area.
- Teachers will bring student rosters and any classroom emergency supplies, take attendance once the class is assembled in a safe location, and account for students with cognitive disabilities who may not have fully understood the directions. Missing students will be listed on the Missing Persons Report.
- Once assembled, teachers and students will remain in place until further instructions are provided.
- The Incident Commander will make necessary notifications to the Home Office and parents.
- Upon the conclusion of the incident and confirmation of campus safety, the Incident Commander will initiate the All Clear action.

Procedures for Responding to Students Who Self-Injure

Self-injury, characterized by the deliberate act of harming one's own body, is often an unhealthy coping mechanism for emotional pain, intense anger, or frustration. While this behavior may lack suicidal intent, it can escalate the risk of suicide due to underlying emotional issues. Consequently, students exhibiting self-injurious behaviors should be assessed for suicide risk.

Signs and Symptoms of Self-Injury:

- Frequent or unexplained bruises, scars, cuts, or burns.
- Consistent, inappropriate use of clothing to conceal wounds.
- Possession of sharp objects such as razor blades, shards of glass, or thumbtacks.
- Evidence of self-injury in journals, drawings, social networking sites, etc.

Risk Factors of Self-Injury:

- Age, with a higher prevalence among teenagers and young adults.
- Influence of friends engaging in self-injury.
- Psychosocial factors, including neglect, abuse, or traumatic events.
- Mental health issues, such as depression, anxiety disorders, post-traumatic stress disorder, and eating disorders.
- Alcohol or drug abuse.

Protocol for Responding to Self-Injury:

- Respond immediately or as soon as practically possible.
- Supervise the student at all times.
- Seek medical attention as needed.
- Conduct an administrative search for access to means such as razor blades, shards of glass, other sharp instruments, or medications.
- Assess for suicide risk using appropriate protocols.
- Communicate with and involve the parent/guardian to address the self-injurious behavior promptly.

Awareness for Parents/Caregivers:

- Encourage appropriate coping and problem-solving skills.
- Listen calmly and empathetically, avoiding shaming reactions.
- Develop a safety plan with the student.
- Notify identified adults in the safety plan and provide information on the adult gatekeepers.

Self-Injury and Contagion:

- Respond immediately to identified students.
- Assess each student for suicide risk individually.
- Supervise students separately if identified as engaging in self-injurious behaviors.
- Consider making a mental health referral for students exhibiting self-injurious behaviors.

Response to Self-Injury and Contagion within the School Community:

- Address self-injury with students individually.
- Avoid discussing self-injurious behaviors in group settings.
- Conduct informational parent meetings, inviting all parents/guardians for psycho-education, awareness, and tools for addressing self-injurious behaviors.
- Supervise students and children during parent/guardian meetings.
- Consult with the Outreach & Communications Department for dissemination of information regarding parent/guardian meetings or other media matters.

These procedures are established to ensure a compassionate and effective response, prioritizing the well-being of students and fostering a safe and supportive school environment.

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 the 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.

Emergency Drills

The school shall conduct emergency drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or 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 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

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 or designee.

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 were taken by the school.
- Announce new changes made after the incident has passed.

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. Schoolwide communication will be sent via ParentSquare.

Safety Supply/Equipment

The School Principal and/or designee, alongside the School Safety Management 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, such as classrooms.

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for directing team activities and keeping everyone informed of the overall status. Furthermore, responsible for assessing the adequacy of available water, food, sanitation, and other supplies and organizing the distribution of resources for immediate use. Specific duties may include

- Reporting equipment and supply needs
- Estimate the number of persons requiring food/shelter/care
- Work Incident Commander to determine the length of time care will be needed
- Inventory supplies on hand
- Distributing emergency water and food supplies
- 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 the School Safety Management Team include:

- 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

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
- Antibacterial 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.

Plant Inspections

The School Principal, or designee, with the assistance of local support personnel where necessary, will inspect and ensure that the school is clean, and secured, all paths of egress are open and well lit is essential to the safety and well-being of all students and staff members of Magnolia Public Schools.

Essential Checklist: Plant Inspections

- A walk-through will be performed at least twice annually by the principal and/or designee to ascertain any unsafe conditions that are hazardous to the staff or student's 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 Committee will review the walk-through. A timeline for the completion of necessary corrections will be reviewed and assessed monthly.
- The School Principal and/or designee 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.
 - 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.

RECOVERY

Schools as Pillars of Support in Emergencies

Schools play a pivotal role in aiding members of the learning community in both preparing for and recovering from emergencies or disasters. Whether stemming from natural events like earthquakes, fires, and loss, or man-made events such as tragic incidents, student overdoses, or acts of terror, a school's approach to post-emergency support is most effective when it addresses diverse levels of need among students. The provision of varying degrees of support, including opportunities for smaller group meetings, becomes critical for those requiring more in-depth assistance, thereby complementing the general support offered to all students.

In the aftermath, the responsibility for implementing recovery strategies typically falls on the shoulders of school psychologists, counselors, social workers, and potential community mental health partners, all of whom may serve as members of the Crisis Response Team. Encouragingly, all adults involved are urged to contribute by modeling calm, caring, and thoughtful behavior.

Supporting Someone After a Crisis

When supporting someone after a crisis, it is important to be present and supportive. Use verbal, nonverbal, and paraverbal communication to convey your care and concern. Ask open-ended questions to identify how they are feeling and listen with empathy. Do not rush them to talk about the incident.

If you are feeling overwhelmed, take some time to gain your composure. Ask for a staff member to step in if you need to leave the room. Coordinate with other staff to address the immediate needs of the staff involved.

It is important to remember that you cannot provide effective support until you have reached physical and emotional calm.

Guiding Therapeutic Rapport through Time

1. Supporting in the Present - Helps rebuild relationships and build bridges of communication. The trust and relationship that you establish at this point are crucial to the de-escalation of a future crisis.
2. Understanding the Past - Allows the person to reflect on their actions and consider the impact on others. This helps to uncover what happened and identify any patterns and Precipitating Factors, which can help in planning for the future.
3. Planning for the Future - Results in learning and development of approaches by collaborating and problem-solving. Planning creates a sense of responsibility and ownership for the individual. It also helps staff prevent crisis behaviors and improve their approaches.

Therapeutic Rapport Considerations

When engaging with individuals in therapeutic settings, it is crucial to take into account several factors that significantly influence the dynamics of the counseling relationship:

- Age: An individual's age plays a pivotal role in shaping their ability to comprehend and actively participate in therapy. Consider the developmental stage, as younger children might struggle to express emotions or grasp complex concepts, while older adults bring different life experiences and concerns.
- Cognitive Functioning: Cognitive abilities vary among individuals, affecting their capacity to process information and follow instructions. Modify therapeutic approaches to accommodate diverse cognitive functioning levels and ensure effective communication.
- Culture: Cultural background deeply influences expectations about counseling and communication styles. Cultivate respect for individuals' cultural values and beliefs, recognizing the potential impact of cultural differences on the therapeutic relationship.
- Gender Identity: An individual's gender identity significantly shapes their experiences and interpersonal connections. Create an affirming and safe space that respects and acknowledges clients' gender identities, fostering an environment conducive to exploring gender expression.

- **Previous Life Experiences:** Past life experiences profoundly mold an individual's thoughts, emotions, and behaviors. Be attuned to the potential impact of these experiences on the therapeutic relationship, recognizing their role in shaping an individual's progress.

In acknowledging and adapting to these diverse factors, support staff can enhance the effectiveness of therapeutic interventions, fostering a more inclusive and supportive environment for all individuals seeking assistance.

Strategies for the Crisis Response Team: Supporting Students and Staff After a Crisis

1. **Immediate Debriefing:** Conduct immediate debriefing sessions to allow team members to share their experiences, feelings, and observations.
2. **Provide Safe Spaces:** Establish designated safe spaces within the school where students and staff can seek solace and support.
3. **Structured Group Sessions:** Organize structured group sessions led by mental health professionals to address collective concerns and promote a sense of community.
4. **Resource Distribution:** Distribute informational resources and support materials to students and staff, outlining available counseling services and coping mechanisms.
5. **Collaborative Outreach:** Collaborate with external mental health organizations to provide additional resources and expertise.
6. **Peer Support Networks:** Facilitate the creation of peer support networks among students and staff to encourage mutual assistance.
7. **Long-Term Counseling Services:** Ensure access to long-term counseling services for both students and staff members, recognizing that recovery is an ongoing process.

Strengthening Staff Responses and Fostering Resilience

To enhance staff responses to incidents, it is crucial to conduct an objective assessment of the current response. Take time to reflect on the incident and engage in open dialogue with fellow staff members who were involved. This collaborative process can uncover valuable insights and identify areas for improvement.

Managing a crisis is a challenging experience that can have a profound impact on everyone involved, including staff members. Recognizing the potential trauma of these situations is the first step toward building resilience. Taking care of one's self during this time is essential for both physical and emotional well-being.

Building Resilience:

- **Reflect on the Experience: Acknowledge thoughts, feelings, and physical reactions to the incident.** Reflecting on the experience helps in processing emotions and developing effective coping mechanisms.
- **Practice Self-Care:** Prioritize self-care activities to maintain overall well-being. Ensure individuals get enough sleep, maintain a healthy diet, engage in regular exercise, and spend quality time with loved ones. Self-care provides the strength needed to cope with the challenges of crisis management.
- **Seek Professional Support:** If coping is challenging following the aftermath of a crisis, seeking professional support from a therapist or counselor can be immensely beneficial. A professional can assist in understanding emotions and developing healthy coping mechanisms tailored to your needs.

By fostering open dialogue, engaging in self-reflection, and prioritizing self-care, staff members can collectively navigate the aftermath of crises. Recognizing the trauma and proactively seeking support contribute to building resilience and fostering a supportive community within the school environment.

Recovery information is adopted from: Crisis Prevention Institute (2023). Nonviolent crisis intervention training. 3rd Edition.

Glossary

MPS = Magnolia Public Schools

CMO = Charter Management Organization

PBIS = Positive Behavioral Interventions & Supports

SEL = Social-Emotional Learning

ISS = In School Suspension

ODR = Office Discipline Referral

ADA = Average Daily Attendance

LCAP = Local Control and Accountability Plan

PAC = Parent Advisory Committee

PTF = Parent Task Force

UCP = Uniform Complaint Procedures

CDE = California Department of Education

IDEA = Individuals with Disabilities Education Act

IEP = Individualized Education Program

504 = Section 504 of the Rehabilitation Act of 1973

SSPT = Student Services and Programs Team

HOST = Home Office Support Team

Comprehensive School Safety Plan (CSSP): A detailed school emergency preparedness plan that covers prevention, response, and recovery procedures.

Incident Commander: The person responsible for directing emergency operations during a crisis.

Assembly Area: A designated safe location where students and staff gather during building evacuations to facilitate attendance taking.

Lockdown: An emergency protocol that secures school buildings and grounds during situations involving threats of violence.

ParentSquare: A school-to-home engagement platform used by the school to communicate essential information to parents/guardians.

Emergency Supplies: Resources like first aid kits, flashlights, batteries, blankets, and food/water that are critical for dealing with crises.

All Clear: An announcement made by the Incident Commander indicating that a crisis or emergency has ended and normal school operations can resume.

Crisis Response Team: A multidisciplinary school team trained in crisis preparedness, intervention, and recovery strategies to support the school community during and after critical incidents.

Recovery: The process of assisting students, staff, families and the greater school community in healing and overcoming trauma in the aftermath of a crisis/emergency.

Comprehensive Safe School Plan Quick Reference Guide

MAGNOLIA PUBLIC SCHOOLS



18238 Sherman Way
Reseda, CA 91335
818-609-0507
Brad Plonka, Principal
www.msa1.magnoliapublicschools.org

Comprehensive School Safety Plan

Magnolia Science Academy 2



17125 Victory Blvd.
Van Nuys, CA 91406
818-758-0300
Mr. David Garner
msa2@magnoliapublicschools.org

A meeting for public input was held on December 12/8/2023

Plan Revised January 29, 2024

Plan approved by MAGNOLIA PUBLIC SCHOOL GOVERNING BOARD for review February 8, 2024

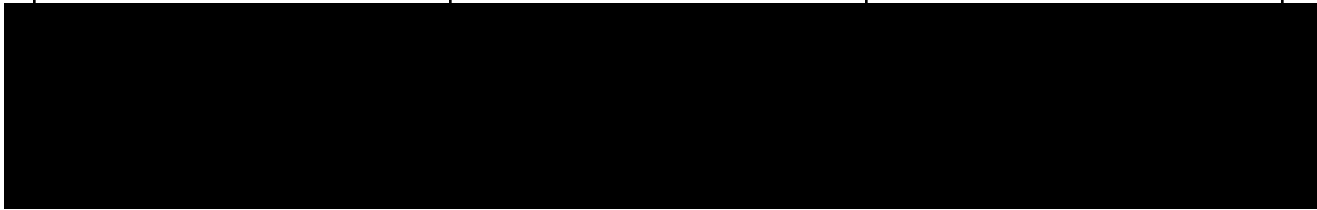
This document is available for public inspection during regular business hours at 7:30am - 4:00pm.

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

**Magnolia Science Academy 2
Comprehensive School Safety Plan
2024-2025**

Magnolia Science Academy 2 Parent Advisory Committee certifies that the requirements of California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan.

Name	Agency	Contact Email
------	--------	---------------



Parent Advisory Committee/Safety Planning		
Name	Title	Contact Email
Mr. David Garner	Principal	dgarner@magnoliapublicschools.org
Ms. Irene Gavrilof	Principal	igavi@magnoliapublicschools.org
Ms. Allyson Akopian	Assistant Principal	aakopian@magnoliapublicschools.org
Mr. Vartan Shohmelian	Assistant Principal	vshohmelian@magnoliapublicschools.org
Mrs. Yari Galo	Parent Representative	

Our Mission

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

Our Vision

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

About our School as a Safe Place to Learn

At Magnolia Public Schools, we envision a vibrant learning community where every student feels safe, nurtured, and respected. Through proactive efforts, we foster a positive and inclusive environment that empowers students to thrive academically, socially, and emotionally.

Contents

PURPOSE & PREPARATION	8
Statement of Purpose	8
Plan Organization	8
Safety Goals and Objectives	8
Assessment of Data	9
Local Crime Data	9
School-wide Data	10
Component 1: School Climate	10
Component 2: Goal#2	11
Component 3: Goal#3	11
School Maps	12
Emergency Drills	13
Status Report Form	13
Emergency Drill Evaluation	14
Emergency Drill Calendar	15
H.O.S.T. Crisis Communication	15
PREVENTION	17
Employee Preparedness	17
Employee Skills	17
Employee/Student Special Needs	17
Emergency Onsite Personnel	18
Child Abuse and Neglect Reporting	18
Reportable Offenses	18
Responsibility for Reporting	18
Reporting Procedures	18
Investigation of Suspected Child Abuse or Neglect by Peace Officers - PC 11174.3	19
Releasing a Student to a Peace Officer - EC 48906	19
Procedures for Safe Ingress and Egress from School	19
Social Climate: School and Physical Environment	20
Effective Communication	20
Parent Concern	21
Students Responsibilities	21
Parent Responsibilities	22
School Responsibilities	22
Building Capacity for Engagement	23
Infinite Campus	23
ParentSquare	23
Parent Advisory Committee (PAC)	23
Parent Task Force (PTF)	23
Professional Development	24
Physical Environment	24
	4

Multi-Tiered System of Response to Behavior	24
Suspension and Expulsion Policy and Procedures	30
Procedures	31
Reflection	31
In School Suspension	32
Grounds for Suspension and Expulsion of Students	32
Enumerated Offenses	32
Suspension Procedure	38
Authority to Expel	39
Expulsion Procedures	39
Special Procedures for Expulsion Hearing Involving Sexual Assault or Battery Offenses	40
Record of Hearing	41
Presentation of Evidence	41
Expulsion Decision	41
Written Notice to Expel	42
Disciplinary Records	42
Expulsion Appeals	42
Interim Placement	42
Rehabilitation Plans	43
Readmission or Admission of Previously Expelled Student	43
Notice to Teachers	43
Involuntary Removal for Truancy	43
Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities	43
Students with an IEP	46
Procedures for Notifying Teachers	47
Title IX	49
Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy	49
Title IX, Harassment, Intimidation, Discrimination, and Bullying Coordinator (“Coordinator”)	49
Definitions - Prohibited Unlawful Harassment	49
Prohibited Unlawful Sexual Harassment	50
Prohibited Bullying	51
Bullying and Cyberbullying Prevention Procedures	52
Grievance Procedures	53
Title IX, Harassment, Intimidation, Discrimination, and Bullying Complaint Form	60
Uniform Complaint Policy and Procedures	61
Uniform Complaint Procedures (UCP) Policies and Procedures	61
Scope	61
Compliance Officer	63
Notifications	63
Procedures	64
Appeals to the CDE	65

Civil Law Remedies	66
General Complaint Procedures Form	67
General Complaint Procedures	68
General Complaint Procedures Form	70
Professional Boundaries: Staff/Student Interaction Policy	71
Corporal Punishment	71
Acceptable and Unacceptable Staff/Student Behavior	71
Duty to Report Suspected Misconduct	72
Examples of Specific Behaviors - Unacceptable Staff/Student Behavior (Violations of this Policy)	72
Unacceptable Staff/Student Behavior without Parent and Supervisor Permission:	72
Cautionary Staff/Student Behaviors	72
Acceptable and Recommended Staff/Student Behaviors	72
Dress Code/Uniforms	73
A Free MPS Uniform Set	73
Religious Head Coverings	73
Free Dress & Theme Dress Days Code	73
MPS Student Uniform Policy	74
RESPONSE	76
Disaster Response Procedures	76
Emergency and Crime Response	76
Fire	76
Lockdown	77
Medical Emergency	77
Earthquakes	78
Assaults	79
Biochemical/Hazardous Materials	80
Disorderly Conduct	80
Vandalism	81
Loss or Failure of Utilities	82
Bomb Threat/Suspicious Package	82
Explosions/Risk of Explosions	83
Fighting or Riots	84
Crisis Response	85
Active Shooter/Gunfire	85
Use of Facilities	86
Evacuation	86
Procedures for Responding to Students Who Self-Injure	87
Floor Plan	88
Emergency Drills	88
School Safety Management Team and Operations	88
Guidelines for Handling the Media	88
Parental Notification	89

Safety Supply/Equipment	89
Plant Inspections	90
RECOVERY	92
Schoolwide Supporting Documents	94
Glossary	95
Comprehensive Safe School Plan Quick Reference Guide	97
CSSP Definitions for School	98
Emergency Teams:	98
School Emergency Contacts Chart	98
School Incident Command System and Emergency Teams	98
School Site Specific Considerations	101
Emergency Supplies and Equipment Location	101
Crisis Response Team Chart	101
Additional Contacts	102

PURPOSE & PREPARATION

Statement of Purpose

The Comprehensive School Safety Plan is designed to foster a secure school environment, fostering an optimal learning experience and elevating student academic achievement. This plan is strategically implemented to safeguard the well-being of students and staff, offering a structured response to emergencies and a set of guidelines for preparedness. The primary objectives of this plan include:

1. Ensuring the safety and welfare of students and staff.
2. Providing a coordinated and effective response to emergency situations.
 - Encouraging collaboration among co-located schools for a unified emergency response. This collaborative effort encompasses comprehensive goals, activities, teams, and timelines, ensuring a collective commitment to the well-being of all individuals on campus.
3. Safeguarding the school's facilities and property.
4. Facilitating a swift restoration to normal conditions in the aftermath of an emergency, minimizing confusion.
5. Coordinating with local emergency services when necessary to enhance overall emergency response capabilities.

Plan Organization

Effectively managing emergencies demands a dual focus on thorough emergency preparedness and efficient emergency response capabilities. The Comprehensive School Safety Plan is organized into five essential components:

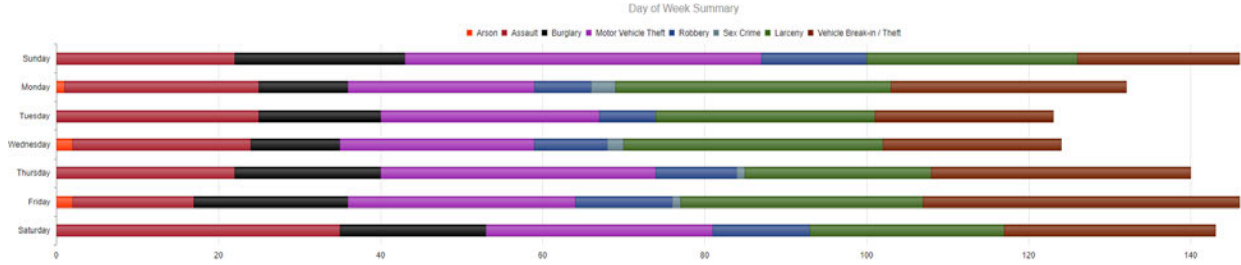
1. Purpose and Preparation: This component addresses anticipated threats and hazards to the school, emphasizing safety needs before, during, and after an incident. It serves as the proactive foundation for comprehensive emergency preparedness.
2. Prevention: Focused on education and awareness strategies, this component aims to empower members of the learning community with the knowledge and tools to prevent incidents. Proactive measures play a pivotal role in ensuring a secure environment.
3. Response: Strategies and procedures for drills and handling potential threats are outlined. This component ensures a swift and coordinated response during emergency situations, contributing to the preparedness of both students and staff.
4. Recovery: Post-incident, this component centers on establishing therapeutic rapport and utilizing school and community-based resources to address the emotional impact of the crisis. Recovery efforts are crucial for restoring a sense of normalcy within the learning community.
5. Quick Reference Guide: Serving as an internal tool, the Quick Reference Guide enables the rapid activation of the team and safety protocols specific to potential incidents within the learning community. This guide enhances the efficiency and coordination of emergency response efforts.

Safety Goals and Objectives

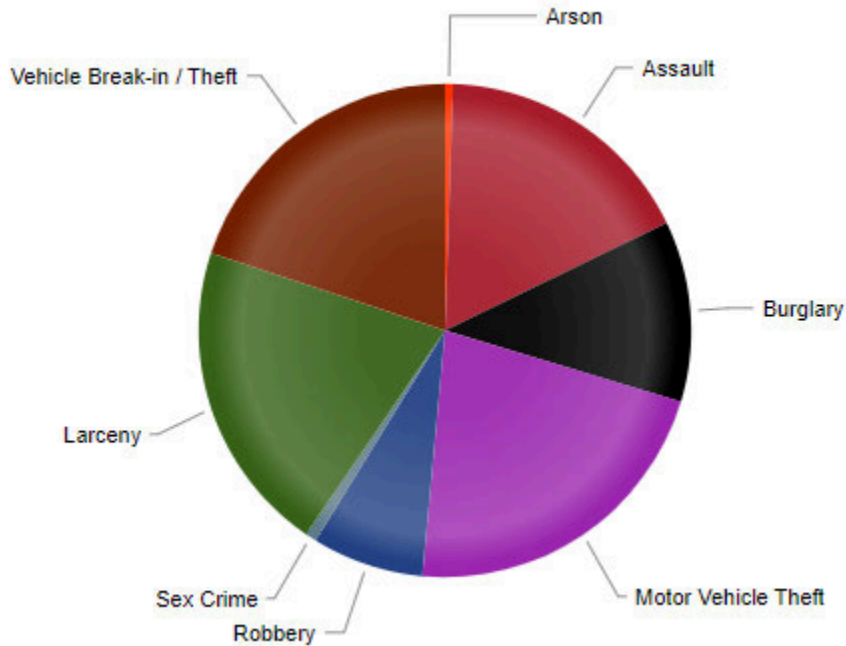
The emergency safety plans are carefully developed to address a range of potential crises, including natural disasters and fires. The school sites participate in regular disaster drills conducted throughout the academic year to ensure that students and staff are well-prepared for any emergency scenario. A crucial part of our planning process involves each MPS school site conducting a thorough review of school-specific data, leading to the identification of specific goals for the school year. This proactive approach ensures that our emergency preparedness measures are tailored to the unique needs and challenges of each school site, fostering a safe and secure learning environment for everyone in our community.

Assessment of Data Local Crime Data

Data Source reviewed to develop statistical analysis was local Law Enforcement crime data via [crimemapping.com](https://www.crimemapping.com)



Crime Summary



The top three crime violations in the area of 91406 from 5/2023 to 11/2023:

Type	Number
Total Crimes during time period	954
#1 Motor Vehicle Theft	208
#2 Larceny	196
#3 Vehicle Break In	190

School-wide Data

Data regarding school community was compiled from Infinite Campus, local records, and logs. Data was reviewed on December 1, 2023. The following data was reviewed:

	2020-21	2021-22	2022-23	Currently as of 12/1/2023
Suspension Data Out-of-School	0	2	2	3
Suspension Data In-School	0	0	0	0
Expulsion Data	0	1	0	0
Office Discipline Referrals ODRs	N/A	N/A	325	198
Average Daily Attendance (ADA) Rate	P2- 98.2%	P2- 91.4%	P2 93.3%	P1 94.3%
Chronic Absenteeism Rate	6%	26.1%	23.1%	16.3%
Graduation Rate	92.9%	100%	100%	In progress

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
- Parent Advisory Committee
- 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.

Component 1: School Climate

Goal(s): All employees will uphold and implement all stated policies 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 plan.
- **Related Activities:** Review regularly during Professional Learning Sessions, completion of training through CharterSafe, committee meetings, and safety meetings.

- Resources needed: Safety plan
- Person(s) responsible for implementation: Designated Administrator, Safety Committee
- Budget: Aligned with MSA2's annual school budget which is approved by the MPS Board and receives ongoing oversight by the MPS Home Office and Finance Department.
- Evaluation guidelines: Educational Partner Surveys

Component 2: Innovation

Goal(s): All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.

- Objective: Data is compiled during the Fall, Winter, and Spring semesters related to the progress on each indicator of this goal.
- Related Activities: Review regularly during Professional Learning Sessions, completion of training through outside support providers as well as MPS home office team members, committee meetings, and as well as during leadership monthly meetings with all home office and Dean of Students, Dean of Academics, Office Manager, Principal, Community Schools Coordinator, and PACE to share best practices across the organization. Also, parents and community partners are included in this process through elected membership on the Parent Advisory Committee and ELAC.
- Resources needed: LCAP Goals and data collection related to each priority and metric, as this aligns with LCAP Goal 3.
- Person(s) responsible for implementation: Principal, Dean of Students, Dean of Academics, Assistant Principal, and other MSA2 support staff.
- Budget: Aligned with MSA2's annual school budget which is approved by the MPS Board and receives ongoing oversight by the MPS Home Office and Finance Department. The specific budget for LCAP Goal 3 is directly aligned with this Component.
- Evaluation guidelines: Educational Partner Surveys and all related metrics from California Schools Dashboard, CDE Data Quest, and internal MSA2 LCAP goal tracker data related to internal metrics.

Component 3: Connection

Goal(s): All students, families, staff, and other educational partners will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. educational partners will feel a sense of community and connectedness.

- Objective: Data is compiled during the Fall, Winter, and Spring semesters related to the progress on each indicator of this goal. In addition, SEL survey data is collected multiple times per year in alignment with MPS survey implementation protocols.
- Related Activities: Review regularly during Professional Learning Sessions, completion of training through outside support providers as well as MPS home office team members, committee meetings, and as well as during leadership monthly meetings with all home office and Dean of Students, Dean of Academics, Office Manager, Principal, Community Schools Coordinator, and PACE to share best practices across the organization. Also, parents and community partners are included in this process through elected membership on the Parent Advisory Committee and ELAC.
- Resources needed: LCAP Goals and data collection related to each priority and metric, as this aligns with LCAP Goal 4.
- Person(s) responsible for implementation: Principal, Dean of Students, Dean of Academics, Assistant Principal, and other MSA2 support staff. In addition, School Psychologist and MSA2's SEL MTSS Committee members also work to support the measurement and implementation of this goal.
- Budget: Aligned with MSA2's annual school budget which is approved by the MPS Board and receives ongoing oversight by the MPS Home Office and Finance Department. The specific budget for LCAP Goal 4 is directly aligned with this Component.
- Evaluation guidelines: Educational Partner Surveys and all related metrics from California Schools Dashboard, CDE Data Quest, and internal MSA2 LCAP goal tracker data related to internal metrics.

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:

Emergency Drill Evaluation

MPS Emergency Drill Evaluation ([Google Form](#))

The MPS Emergency Drill Evaluation collects the following information:

- School site
- When did the emergency drill take place?
- Drill Type
- Date Conducted
- Time Started and Time Completion
- Alert Type
- Did everyone on campus participate?
- If parents/guardians participated, what were their roles?
- Rate students' performance of emergency procedures.
- Rate faculty's performance of emergency procedures.
- Rate emergency team performance of duties.
- Rate accounting for everyone.
- Rate alert system.
- Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill?
- List the top lesson learned from this drill and how it will be addressed.
- What school-site training support would improve emergency drills and/or preparedness?

PREVENTION

Employee Preparedness

Our commitment to ensuring a safe and secure school environment involves comprehensive measures to prepare and empower our staff for effective response during emergencies. Here are the key components of our Employee Preparedness plan:

Ongoing Preparedness Measures:

- Regular review of the Comprehensive School Safety Plan and other emergency policies and procedures.
- Familiarization with each employee's role during emergency situations.
- Knowledge and evaluation of required drills, ensuring staff are well-versed in emergency response procedures.
- Familiarity with the layout of buildings, grounds, and all emergency procedures.
- Review of the locations of emergency exits, fire extinguishers, fire alarms, and emergency equipment and supplies.
- Attendance at updated training sessions covering first aid, CPR, the use of fire extinguishers, and search and rescue, as necessary.

Employee Skills

At the commencement of each school year, the School Principal or designee will seek input from instructional and non-instructional staff to identify individuals with special skills or experiences that could be beneficial during an emergency. These employees may be assigned specific emergency management roles, such as first aid, CPR, search & rescue, and fire extinguisher training and certification.

The instructional staff is responsible for the following:

- Presenting instruction to students about emergency preparedness plans and student responsibilities during major emergencies.
- Maintaining readily accessible attendance sheets for use during evacuations.
- Updating and storing classroom emergency kits in safe, accessible locations.
- Full participation in fire, earthquake, and evacuation drills.
- Developing planned activities for students during periods of confinement in emergencies.

The School Principal, or designee, is responsible for the following:

- Assigning employees to specific roles based on their skills, abilities, and normal functions.
- Ensuring that all employees are familiar with site maps, evacuation plans, and are trained in emergency response roles.
- Updating lists of employees trained in first aid, CPR, fire extinguisher use, and search and rescue, arranging for update training as necessary.
- Regularly updating site floor plans showing evacuation routes, assembly areas, emergency supplies, equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut-off valves.
- Posting emergency procedures in visible locations across the school.
- Updating the list of disabled students or employees, arranging for evacuation assistance or other special assistance as needed.
- Testing the site warning system and ensuring signal recognition by employees and students.
- Conducting an inventory of all emergency supplies and equipment, replacing used or outdated items.
- Maintaining a list of emergency phone numbers in readily accessible locations.

Employee/Student Special Needs

Employees and students with special needs are encouraged to self-identify their specific requirements during emergencies. At the beginning of each school year, parents are asked to provide written information and

instructions concerning the specific needs of students. Areas of the school with employees and/or students with permanent mobility impairments should maintain any necessary evacuation devices on each floor where such individuals are located.

Emergency Onsite Personnel

Emergency phone contacts for staff 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.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

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

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

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

Reportable Offenses

A mandated reporter is obligated to report whenever, in their professional capacity or within the scope of their employment, they have knowledge of or observe a child whom they know or reasonably suspect has been the victim of child abuse or neglect (Penal Code 11166).

Responsibility for Reporting

Mandated reporters must take immediate action whenever they have knowledge of or observe suspected child abuse or neglect within their professional capacity or employment scope (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).

- Los Angeles County 800-540-4000 or <https://reportChildAbuseLA.org>
- Orange County 714-940-1000 or 800-207-4464 and [Forms | County of Orange Social Services Agency](#)
- San Diego County 858-560-2191 or 800-344-6000

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).

3. **Confidentiality**

Mandated reporters are assured that the reporting process is confidential, and their identity will be protected. Ensuring the safety of the child is the top priority, and the reporting process is designed to support this goal.

Investigation of Suspected Child Abuse or Neglect by Peace Officers - PC 11174.3

A suspected victim of child abuse or neglect may be interviewed during school hours, on school premises, by a representative of a governmental agency investigating the case, or by the State Department of Social Services when deemed necessary. The investigation is based on a report of suspected child abuse or neglect that occurred within the student's home or out-of-home care facility. The student must be given the option of being interviewed in private or selecting a member of the school staff, whether certificated or classified, to be present at the interview.

The selected staff's role is to provide support to the student and to help the student feel as comfortable as possible; it is not to participate in the interview and discuss the case with the student. The principal or the principal's designee should remind the staff member selected of the staff member's role and the requirement to maintain confidentiality prior to the interview. The staff member selected may decline the request to be present at the interview; however, if the staff member agrees to be present, the interview must take place during school hours.

Releasing a Student to a Peace Officer - EC 48906

When a minor student is released to a peace officer for the purpose of removing the student from the school premises, a school official must take immediate steps to notify the parent or responsible relative of the student of such removal and the place to which the student is being taken.

In the case where the student is being taken into custody as a victim of suspected child abuse, the school official must provide the peace officer with the address and contact information of the student's parent. It is the responsibility of the peace officer to contact the parent.

Procedures for Safe Ingress and Egress from School

Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.

1. **Availability of Maps:** Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.
2. **Visitor Protocol:** Visitors and guests are welcome at the school, but reasonable precautions are taken to safeguard students and staff. Visitors should:
 - Report and sign in at the office.
 - Be provided with a visitor's badge.
 - Be prepared to provide identification to school personnel.
 - Respect school rules.
3. **Exterior Door Management:**
 - School personnel should ensure that all exterior doors are marked with a notice instructing visitors to report to the office first. Exterior doors, except those near the office, should remain locked to control access.

4. Staff Training:
 - School staff should receive training on how to greet visitors, with the first question being "May I help you?" Someone should greet every visitor.
5. Response to Intruders:
 - Any intruder found roaming the building without a visitor's badge or visible identification should be escorted to the office. School personnel in the office can then provide additional information or directions.
6. Progressive Response to Non-Compliance:
 - Visitors who fail to comply with school procedures should verbally be informed of the violation. If non-compliance persists:
 - Notify the office of the situation.
 - Follow the person if possible and continue to give notice of the violation of school rules.
 - Notify the police or call 911.
7. Building-Wide Notification Plan:
 - In case of an intruder(s), the office should activate a building-wide notification plan:
 - Make a PA announcement using predetermined code phrases.
 - Instruct classroom doors to be closed.
 - Advise students to remain in their current areas.

Social Climate: School and Physical Environment

At MPS, we firmly believe that safety and education are a shared responsibility among parents, teachers, and students. Our school's successful operation relies on the cooperation of everyone involved. Each group holds a responsibility to contribute, creating an environment where learning, safety, and play can harmoniously coexist. We uphold the principle that every individual, regardless of color, race, gender, popularity, ability, religion, or nationality, has the right to feel safe, secure, and accepted.

Our vision is shared through the student-parent handbook, a tool that communicates our expectations to students and parents alike. MPS is a reflection of all of us, and our policies are crafted to provide a safe and orderly environment conducive to learning. Our dedicated faculty and staff eagerly anticipate sharing their expertise in academics, special programs, and extracurricular activities.

To make MPS a thriving community, we encourage active participation from students and parents. Explore our programs, activities, and schedule, and become an engaged participant in your education through classes, clubs, and various activities. We recognize that a school environment thrives when governed by clearly defined and implemented rules. To this end, MPS has compiled a comprehensive student-parent handbook, addressing the school's regulations and policies to set a standard for the entire school community.

Effective Communication

Open and effective communication is essential for addressing issues or concerns that may arise with teachers, staff members, or administrators. We encourage both students and parents to approach the person directly involved when faced with a situation of concern.

For Students: If a student encounters a challenge at school, we believe in empowering them to communicate and seek resolution. In cases involving classroom situations or issues with teachers, we recommend the following steps:

1. Talk with the Teacher - The student should be encouraged to express their concerns directly to the teacher. Open dialogue between students and teachers is the foundation for understanding and resolving issues.
2. Talk with an Administrator - If the issue persists or if the student is uncomfortable talking directly to the teacher, the student is encouraged to approach an administrator.
3. Parental Involvement - In instances where the student is reluctant to speak with the teacher or administrator, the parent may accompany the student and facilitate the conversation with the teacher.

It is crucial to demonstrate to children how to actively and constructively solve problems. If a concern is significant enough for a child to discuss, it is equally important for them to learn how to be part of the solution. Encouraging problem-solving skills empowers students to take an active role in creating a positive and solution-oriented school environment.

Parent Concern

Addressing concerns in a timely and effective manner is crucial for fostering a positive school environment. Parents are encouraged to follow these steps when dealing with concerns:

1. **Initiate a Conversation with the Teacher.** In the initial stages of any concern, it is recommended to talk directly with the teacher. Teachers can provide insights into classroom situations from both an adult and professional perspective, often resolving misunderstandings through open communication.
2. **Follow up with the Teacher if Necessary.** If the concern persists after an initial conversation, it is advisable to revisit the issue with the teacher. Open dialogue allows for continued communication and a more in-depth understanding of the situation.
3. **Schedule an Appointment with the Administrator.** If resolution is not achieved at the teacher level, parents are encouraged to make an appointment with the relevant administrator. This step ensures that concerns are elevated to the appropriate authority for further consideration.
4. **MPS Home Office Communication.** If concerns persist even after meeting with the Principal, the parent is encouraged to complete the appropriate form available in the MPS Student-Parent Handbook. The form should include details about the complaint and the steps taken to resolve it. Once completed, contact the MPS Home Office to ensure a thorough and documented review of the matter.
5. **MPS Board Communication.** If necessary, the next level of communication involves reaching out to the MPS Board. Parents may initiate this process by revising the form originally submitted. The MPS Board will consider the matter at its next meeting, providing a transparent and structured approach to addressing concerns. In the event that the Board decides not to hear the complaint, the Superintendent's decision will be considered final.

Communication Channels. Teachers, staff, and administration are accessible through email, phone, in-person meetings, and by appointment. However, due to busy schedules, we request parents to schedule meetings in advance rather than dropping in. This ensures that everyone involved can allocate time for a focused and productive discussion.

Respectful and Constructive Communication. MPS emphasizes the importance of maintaining respectful and constructive communication. Parents are kindly requested not to "drop-in" for appointments and should avoid engaging with teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students Responsibilities

I am aware of my responsibilities and will do my best to satisfy my parents'/teachers' expectations at MPS because this will help me do better in the future. I agree to really try and do the following:

- I will come to school dressed in uniform every day and on time.
- I will be prepared for all my classes with all required materials.
- I will complete class work and homework on time.
- I will do all the homework assigned to me the best way I can and ask for help when needed.
- I will strive consistently to give my best, and to make my best academic progress.
- I will act responsibly and respectfully at all times and towards all members of the school community.
- I will follow all school rules.
- I will obey the School's Code of Conduct.
- I will respect my property, that of others, and that of the School.
- I will take good care of my books, and other materials the School allows me to use.

- I will serve my community.

Parent Responsibilities

I understand that my child's studies are very important and my participation in activities at MPS is a critical component of my child's educational success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will take a positive and active role in supporting my student's education.
- I will make certain my student attends school regularly and on time.
- I will notify school when child is absent and provide appropriate documentation.
- I will ensure that my student follows the school attendance policy and dress codes.
- I will ensure that my child come to school rested, clean, well-fed, and appropriately dressed (in student uniform).
- I will notify office immediately if there is a change of home address or phone number.
- I will set aside a specific time and place for my student to do homework.
- I will support my student in completing homework, including, if necessary, limiting time watching television, computer gaming, and recreational internet use.
- I will allow my student to attend remedial and other programs offered if requested by the school as is needed for individual improvement.
- I will set up a college-bound environment at home and support my student through the college admission and scholarship-finding process.
- I will emphasize my child adheres to the MPS Discipline Code at all times.
- I will enforce the School Code of Conduct with my child, including ensuring my child is wearing the uniform and promoting respect for teachers and all adults and students.
- I will follow through with any problem behaviors noted by the School.
- I will attend orientation meetings prior to the start of School.
- I will communicate regularly with my student's teachers to ensure his/her academic success (includes attending at least two conferences in a school year).
- I will review information and work sent home and/or posted online for parents and students via the school website and the online Student Information System and respond as necessary (computer access is available for parents at School if needed).
- I will review progress reports that are sent by the School and respond as necessary.
- I will encourage positive attitudes toward school.
- I will talk with my student about what he/she is learning.
- I will expect and encourage my student to be focused on learning.
- I will expect and support my student to strive consistently to give his/her best, and to make his/her best academic progress.
- I will assure that my child does not destroy materials (textbooks, equipment, etc.) and/or MPS property.
- I will pay for any damages to materials and/or property incurred by student.
- I will assure that students do not bring destructive materials to school (markers, paint, etc.)
- I will assure that all school materials loaned to students will be returned in the condition issued (textbooks, library books, etc.) I will pay for any lost or damaged books in CASH only.
- I understand that a student's bringing or possession of any weapon is grounds for expulsion from the Charter School.
- I will complete and return all necessary school forms and documents on time as requested by school officials.
- I will try to volunteer at School when requested. (Parents/guardians are not required to volunteer for MPS.)

School Responsibilities

- The School will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State Core Curriculum Content Standards in all content areas through an aligned curriculum and rigorous assessment.
- The School will provide a variety of support programs to enhance instruction at all grade levels.

- The School will send frequent reports to parents on their child's progress.
- The School will hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual student's achievement. Conference dates will be listed on the school calendar and additional dates will be sent through notification by the School.
- The School will grant parents reasonable access to staff by appointment through the office.
- The School will provide parents with the ability to observe classroom activities by appointment through the office.

Building Capacity for Engagement

Infinite Campus

MPS leverages the Infinite Campus online web portal to enhance efficient communication among parents, students, and teachers. Each teacher maintains a dedicated grade book for every class, providing a centralized hub for course-related information. Teachers regularly update and share course materials, homework assignments, projects, and course grade statistics, as well as detailed records of students' performance, including grades on quizzes, tests, class participation, and homework assignments. Access to these resources is secured through confidential passwords, ensuring a private and secure environment for students and parents to stay informed and engaged in their academic journey.

ParentSquare

MPS utilizes ParentSquare, a school-to-home engagement platform, to streamline communication between the school and parents. This dynamic platform facilitates automated messages tailored to individual students, delivering key information directly to parents. Utilizing ParentSquare, MPS communicates essential details such as attendance information, news updates, upcoming events, opportunities for parent and family engagement, surveys, resources for parent education, and more. With seamless integration into Infinite Campus, multilingual translation capabilities spanning over 100 languages, and versatile access through the app, email, text, voice, and web portal, ParentSquare ensures inclusive and equitable communication, fostering strong connections between the school and all families.

Parent Advisory Committee (PAC)

In adherence to the Local Control and Accountability Plan (LCAP), the invaluable input of educational partners—including students, families, staff, and community members—is paramount. To fortify the collaborative relationship among these educational partners and review the LCAP along with its various components crucial to student success, schools will host PAC (Partnership Advisory Committee) meetings. PAC meetings will replace School Site Council (SSC) gatherings, streamlining efforts to enhance meeting effectiveness and efficiency.

Scheduled throughout the school year, PAC meetings will actively engage in:

- Planning, Reviewing, and Enhancing LCAP, Title I, and Part A Programs: The committee will play a pivotal role in evaluating and refining the LCAP, Title I, and Part A programs, ensuring alignment with the overarching goals of the LCAP.
- Primary Oversight of Parent and Family Engagement Policy: PAC will serve as the primary committee responsible for reviewing and shaping the parent and family engagement policy. Additionally, if applicable, the committee will extend its purview to other school program plans, fostering a comprehensive approach to school improvement.

Collaboration between school leadership and PAC will be integral to ensuring active parental involvement in the school improvement process. This strategic shift aims to promote effective communication and collective decision-making for the betterment of our educational community.

Parent Task Force (PTF)

Our Parent Association conducts annual elections to fill key positions including President, Vice President, Treasurer, and Secretary. A consistent 10% of our parents actively participate in monthly Parent-Teacher Fellowship (PTF) meetings, creating a dedicated forum for collaborative efforts. PTF meetings serve as a platform where parents take

the lead, steering discussions and garnering support for ongoing fundraising initiatives, cultural events, and engagement opportunities designed for all families.

Led by elected PTF Committee Officers, chosen by families vested in supporting the success of all students at MPS, these meetings foster an environment of shared interest and collective dedication. Throughout these gatherings, parents collaborate, pooling their experiences and skills to strategically work towards common goals that propel student success. This approach ensures a dynamic partnership between parents and the school community, actively contributing to the holistic development and achievement of our students.

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.

Physical Environment

MPS is dedicated to providing a safe, healthy, and nurturing environment characterized by trust, care, and professionalism. To achieve this, we have implemented a comprehensive set of health, safety, and risk management policies that comply with all applicable state and local laws and regulations. The on-site school administration consistently monitors activities to ensure the safety and security of our students. Parents and students are informed through the MPS Student-Parent Handbook about these policies, covering essential aspects of our commitment to safety.

MPS commitment extends to maintaining a drug-free, alcohol-free, and tobacco-free zone within the school premises, accompanied by a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyberbullying through school-wide assemblies and engaging guest speakers. All staff members are designated mandated reporters for cases of child abuse or violence, further reinforcing our commitment to student well-being.

In preparation for emergencies such as natural disasters and fires, we have developed and communicated emergency safety plans. Each classroom is equipped with these plans, and disaster drills are practiced regularly throughout the year. Our collective efforts create a secure and supportive environment that fosters the academic and personal growth of our students.

Multi-Tiered System of Response to Behavior

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

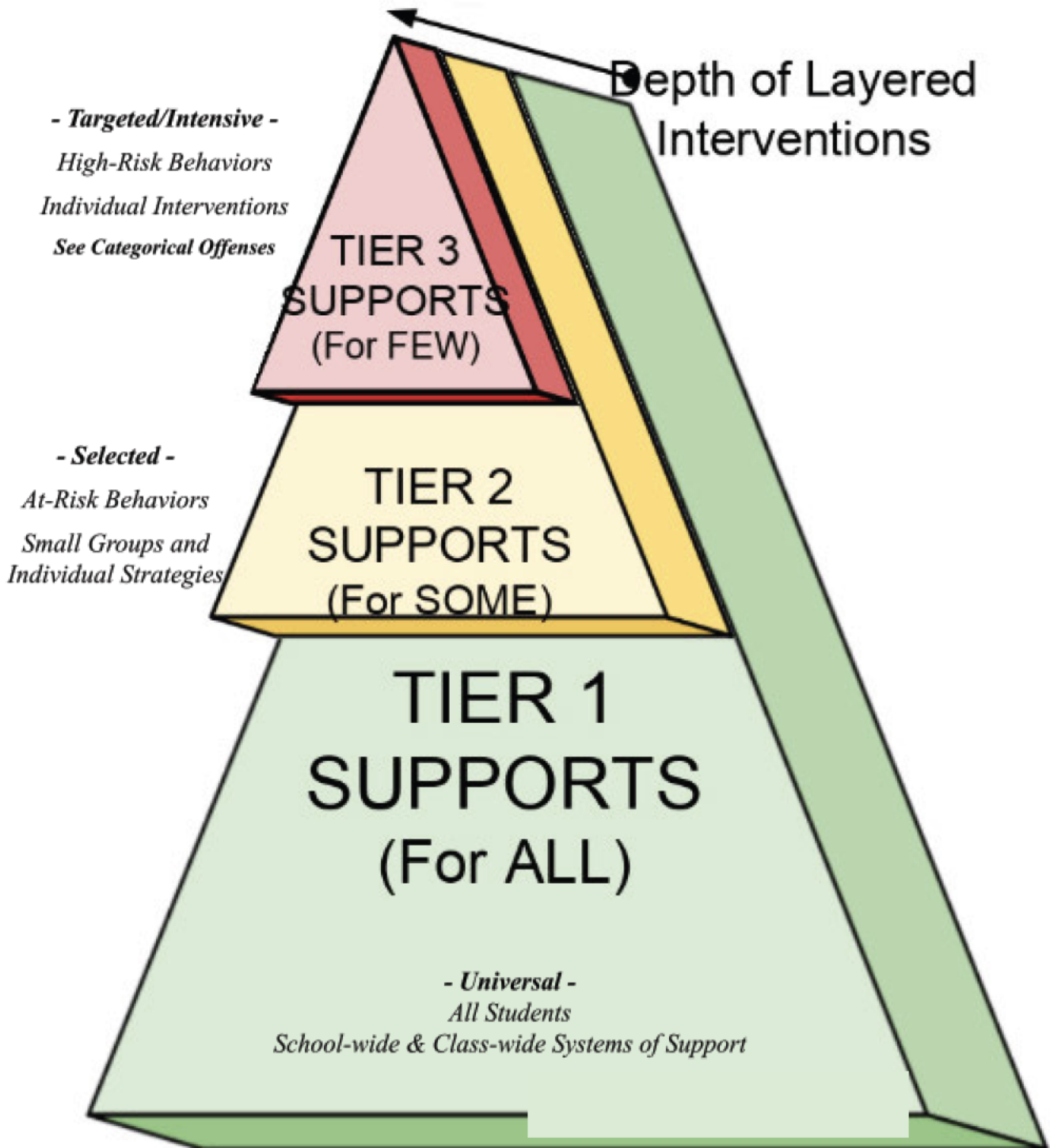
All students at MPS are entitled to the rights guaranteed by the United States Constitution, Bill of Rights, and applicable case law, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each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

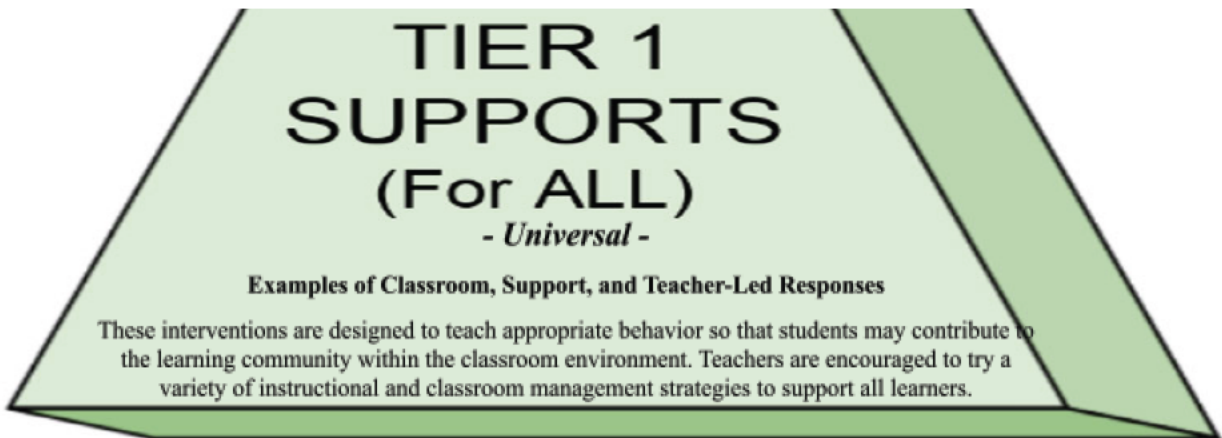
from notification of parents, reflection, to emergency removal from a school activity, suspension, expulsion, and referral to appropriate law enforcement agencies.

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

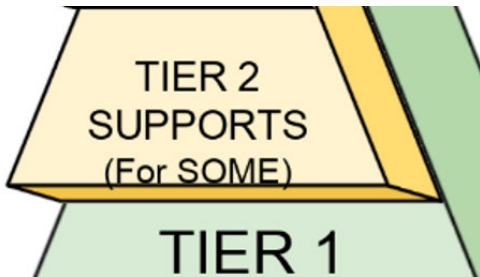
The following charts and tables delineate unacceptable types of behavior in three levels and possible interventions as part of MPS’ system of response to behavior.

Multi-Tiered System of Response to Behavior





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

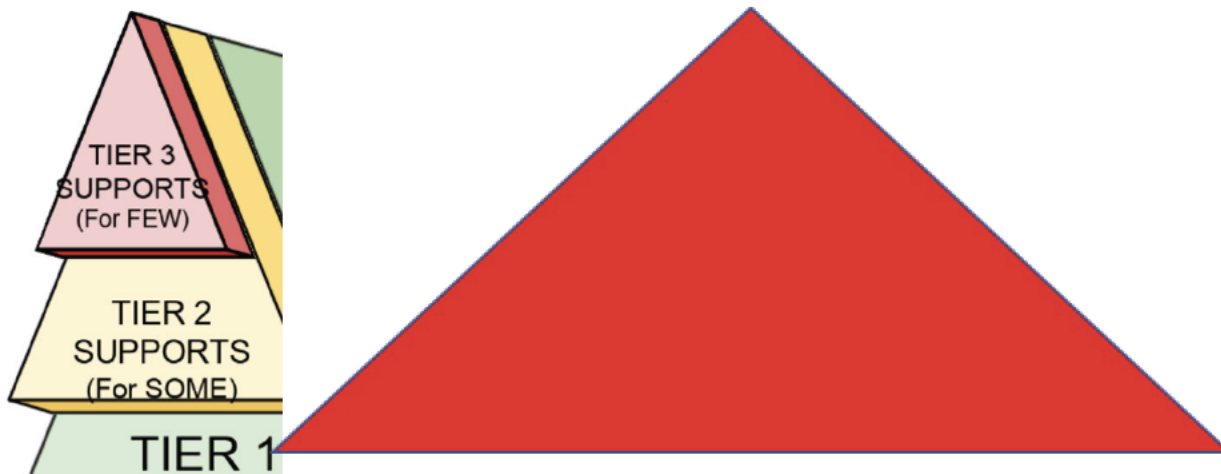


- Selected -

Examples of Support, Removal and Administrative Responses

These responses engage the students' support system to ensure successful learning and to alter conditions that are inappropriate or disruptive.

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



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

Suspension and Expulsion Policy and Procedures

"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

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

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

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

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

including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

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

Positive Behavioral Interventions & Supports (PBIS)

Positive Consequences:

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

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

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

Alternatives to Suspension and/or Expulsion

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

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

Reflection

Reflection will be held on 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.

Grounds for Suspension and Expulsion of Students

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

Enumerated Offenses

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

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is

officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.

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

- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - (d) An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) 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.
- m) 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.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4..

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

The Charter School will use the following definitions:

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

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

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

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

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

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

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

4. Homework Assignments During Suspension

In accordance with Education Code Section 48913.5, upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

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

5. Suspension Appeals

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

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

Authority to Expel

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

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

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

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the

Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

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

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

Special Procedures for Expulsion Hearing Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) calendar days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.
2. MPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness

to the witness stand.

7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

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

Presentation of Evidence

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

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

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

Expulsion Decision

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

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

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

Written Notice to Expel

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

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

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

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

Disciplinary Records

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

Expulsion Appeals

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

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within fifteen (15) working days of receipt of a timely written request for an appeal. *(This timeline supersedes the timeline statement in the charter petition if different.)*

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

Interim Placement

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

MPS shall work with the District for an interim placement or other alternative programs. Should MPS determine after the referral that the student will remain at MPS pending the expulsion hearing based on the best interest of

the student, or if MPS secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, MPS will notify the District of such determination.

Rehabilitation Plans

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

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding the readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

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

Involuntary Removal for Truancy

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

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA/District

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

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as

appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

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

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

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

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

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

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

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

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

others, the parent/guardian or Charter School may request a hearing.

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

5. Special Circumstances

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

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

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

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

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

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

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

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

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

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 above: Suspension and Expulsion Procedures for more information.

Procedures for Notifying Teachers

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

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**, 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.*

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

E.C. 48900

- a(1) Cause, attempted to cause, or threatened to cause physical injury to another person
- a(2) Willfully used force or violence upon the person of another, except in self-defense
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object
- (c) Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant of any kind
- (d) Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation
- (e) Committed or attempted to commit robbery or extortion
- (f) Caused or attempted to cause damage to school or private property
- (g) Stolen or attempted to steal school or private property
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed or unlawful offered, arranged, or negotiated to sell drug paraphernalia
- (k) Disrupted school activities or willfully defied the valid authority of school personnel (Grades 9-12 only)
- (l) Knowingly received stolen school or private property
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (r) Engaged in an act of bullying
- (t) Aided and abetted the infliction or attempted infliction of physical injury or serious bodily injury to another person
- .2 Committed sexual harassment (Grades 4-12 only)
- .3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 only)
- .4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grades 4-12 only)
- .7 Made terroristic threats against school officials or school property, or both

E.C. 48915(a)(1)

- A. Causing serious physical injury to another person, except in self-defense
- B. Possession of a knife or other dangerous object.
- C. Unlawful possession of any controlled substance.
- D. Robbery or extortion.
- E. Assault or battery upon a school employee.

E.C. 48915(c)

- 1. Possessing, selling or otherwise furnishing a firearm.
- 2. Brandishing a knife at another person.
- 3. Unlawfully selling a controlled substance.
- 4. Committing or attempting to commit a sexual assault or committing a sexual battery
- 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

Title IX

Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Magnolia Public School ("MPS" or the "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. MPS school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom MPS does business, or any other individual, student, or volunteer. This Policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. MPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Title IX, Harassment, Intimidation, Discrimination, and Bullying Coordinator ("Coordinator")

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634
ceo@magnoliapublicschools.org

Definitions - 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

Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. § 106.1 *et seq.*) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by MPS.

MPS is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - o Rape, sexual battery, molestation or attempts to commit these assaults.
 - o 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:
 - o Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - o Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - o Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.

- o Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
- o Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student* or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable student to experience a substantial interference with his or her academic performance.
4. Causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by MPS.

* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and transmission originated on or off the 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:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in MPS' education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that MPS investigate the allegation of sexual harassment.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute 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.

Bullying and Cyberbullying Prevention Procedures

MPS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

MPS advises students:

1. To never share passwords, personal data, or private photos online.
2. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
3. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
4. To consider how it would feel receiving such comments before making comments about others online.

MPS informs Charter School employees, students, and parents/guardians of MPS' policies regarding the use of technology in and out of the classroom. MPS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

MPS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. MPS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at MPS and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

MPS' bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

MPS informs MPS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. Professional Development

MPS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other MPS employees who have regular interaction with students.

MPS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by MPS, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

MPS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for MPS students.

Grievance Procedures

1. Scope of Grievance Procedures

MPS will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the MPS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, MPS will utilize the following grievance procedures in addition to its UCP when applicable.

2. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for

assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634
ceo@magnoliapublicschools.org

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. MPS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

MPS acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

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, and any individual designated as a coordinator, investigator or decision-maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

3. Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to MPS' education program or

activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or MPS' educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. MPS will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of MPS to provide the supportive measures.

4. Investigation and Response

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of MPS, the Coordinator (or administrative designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, to provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations
 - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
 - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
 - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
 - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence;
 - A statement that MPS prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.
- Emergency Removal
 - MPS may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with MPS' policies.
 - MPS may remove a respondent from MPS' education program or activity on an emergency basis, in accordance with MPS' policies, provided that MPS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

- This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.
- Informal Resolution
 - If a formal complaint of sexual harassment is filed, MPS may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If MPS offers such a process, it will do the following:
 - Provide the parties with advance written notice of:
 - The allegations;
 - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
 - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
 - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
 - Obtain the parties' advance voluntary, written consent to the informal resolution process.
 - MPS will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- Investigation Process
 - The decision-maker will not be the same person(s) as the Coordinator or the investigator. MPS shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
 - In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
 - The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
 - The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
 - A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
 - Prior to completion of the investigative report, MPS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
 - The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
- Dismissal of a Formal Complaint of Sexual Harassment
 - If the investigation reveals that the alleged harassment did not occur in MPS' educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed.

However, such a dismissal does not preclude action under another applicable MPS policy.

- MPS may dismiss a formal complaint of sexual harassment if:
 - The complainant provides a written withdrawal of the complaint to the Coordinator;
 - The respondent is no longer employed or enrolled at MPS; or
 - The specific circumstances prevent MPS from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
- If a formal complaint of sexual harassment or any of the claims therein are dismissed, MPS will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- **Determination of Responsibility**
 - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
 - MPS will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
 - The allegations in the formal complaint of sexual harassment;
 - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - The findings of facts supporting the determination;
 - The conclusions about the application of MPS' code of conduct to the facts;
 - The decision and rationale for each allegation;
 - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
 - The procedures and permissible bases for appeals.

5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from MPS or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by MPS in response to a formal complaint of sexual harassment.

6. Right of Appeal

Should the reporting individual find MPS' resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of MPS' decision or resolution, submit a written appeal to the President of the MPS Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and MPS will implement appeal procedures equally for both parties.
- MPS will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

7. Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location. MPS will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

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 MPS Human Services for MPS 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.

MAGNOLIA PUBLIC SCHOOLS

Title IX, Harassment, Intimidation, Discrimination, and Bullying Complaint Form

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

City: _____ Zip Code: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

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

Signature of Complainant

Print Name

Date

To be completed by MPS:

Received by

Date

Follow up Meeting with Complainant held on

Uniform Complaint Policy and Procedures

Uniform Complaint Procedures (UCP) Policies and Procedures

Magnolia Public Schools (“MPS” or “Charter School”) complies with applicable federal and state laws and regulations. MPS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing (“UCP”) for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any MPS program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
 - Accommodations for Pregnant and Parenting Pupils;
 - Adult Education;
 - After School Education and Safety;
 - Career Technical Education;
 - Career Technical and Technical Training;
 - Child Care and Development;
 - Compensatory Education;
 - Consolidated Application;
 - Course Periods without Educational Content;
 - Education of Pupils in Foster Care, Pupils who Are Homeless, Migratory Pupils, former Juvenile Court Pupils now Enrolled in a public school and Children of Military Families;
 - Every Student Succeeds Act;
 - Local Control & Accountability Plans (LCAP)/LCFF;
 - Migrant Education;
 - Physical Education Instructional Minutes;
 - Pupil Fees;
 - Reasonable Accommodations to a Lactating Pupil;
 - Regional Occupational Centers and Programs;
 - School Plans for School Achievement;
 - School Safety Plans;
 - Schoolsite Councils.
3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. “Educational activity” means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

- b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
- i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
 - ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
- c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.
- d. If MPS finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, MPS shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by MPS to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.
- e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or MPS and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If MPS adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153. MPS acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. MPS cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, MPS will attempt to do so as appropriate. MPS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or

proceedings, as determined by the CEO, MPS campus Principal, or designee on a case-by-case basis. MPS shall ensure that complainants are protected from retaliation.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure MPS' compliance with law:

CEO and Superintendent
Magnolia Public Schools
250 E. 1st St STE 1500
Los Angeles, CA 90012
(213) 628-3634

Upon receipt of a complaint, the CEO will appropriately assign to the Principal of the MPS campus attended by the complainant. That Principal and/or designee shall investigate the complaint, with oversight by the CEO.

The CEO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CEO or designee.

Should a complaint be filed against the CEO, the compliance officer for that case shall be the President of the MPS Board of Directors.

Notifications

The CEO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy will be made available on MPS' website.

MPS shall annually provide written notification of MPS' UCP to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in MPS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that MPS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that MPS is operating pursuant to Title 22 licensing requirements.
3. A statement that MPS is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal MPS' decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of MPS' decision, except if MPS has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals MPS' decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended

by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

9. A statement that if MPS finds merit in a UCP complaint, or the CDE finds merit in an appeal, MPS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.
11. A statement that copies of MPS' UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that MPS has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CEO, Principal, or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CEO, Principal, or designee shall be made in writing. The period for filing may be extended by the CEO, Principal, or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The CEO, Principal, or designee shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the MPS Board of Directors approved the LCAP or the annual update was adopted by MPS.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, MPS staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process. Before initiating the mediation of an unlawful discrimination, harassment,

intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint. The use of mediation shall not extend MPS' timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

MPS' refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision

MPS shall issue an investigation report (the "Decision") based on the evidence. MPS' Decision shall be in writing and sent to the complainant within sixty (60) calendar days of MPS' receipt unless the timeframe is extended with the written agreement of the complainant. MPS' Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether MPS is in compliance with the relevant law.
3. Corrective actions, if MPS finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal MPS' Decision within thirty (30) calendar days to the CDE, except when MPS has used its UCP to address a complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of MPS' expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with MPS and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. MPS failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, MPS's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in MPS' Decision are not supported by substantial evidence.
4. The legal conclusion in MPS' Decision is inconsistent with the law.
5. In a case in which MPS' Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Principal or designee, under oversight by the CEO, shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of MPS' complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to MPS for resolution as a new complaint. If the CDE notifies MPS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, MPS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court. The CDE may directly intervene in the complaint without waiting for action by MPS when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, MPS has not taken action within sixty (60) calendar days of the date the complaint was filed with MPS.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of MPS' complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if MPS has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

MAGNOLIA PUBLIC SCHOOLS
General Complaint Procedures Form

Last Name: _____ First Name/MI: _____

(if applicable) Student Name: _____ Grade: _____ Date of Birth: _____

Street _____ Address/Apt. _____ #:

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.
I have attached supporting documents. Yes No

Signature

Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

General Complaint Procedures

The ultimate purpose of this general complaint procedure is to encourage the growth and development of MPS as a healthy community. Conflict is often a part of any development or growth process and may arise in any community. An effective process for resolving conflict is therefore both consistent with the vision and mission of MPS, and an essential component of the communication model that our School has adopted.

MPS recognizes that effective communication is paramount in effective conflict resolution and therefore strongly encourages communication strategies that include: Taking personal responsibility for one's own feelings and needs; communication that mutually acknowledges the needs and concerns of one another; and demonstrating honesty and integrity in every interaction.

LEVEL 1: Direct Resolution

If reasonably possible, general complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the person directly using conflict resolution skills without the intervention of a supervisor or other School administrator. It is the hope of MPS that most disputes can be resolved informally by direct and healthy communication between individuals. Such attempts at informal resolution should be documented in writing to assist the Principal (or CEO & Superintendent) and/or Board of Directors to participate effectively in the conflict's resolution.

Examples:

- Pedagogical issues pertaining to anything that occurs in the classroom, i.e., teaching, curriculum, classroom management, or teacher-student relationships, should be addressed directly with the class teacher. Teachers can be contacted by email, written note or via appointment.
- Complaints/concerns about employees or supervisors that do not involve complaints of discrimination or harassment or violations of law should be first addressed with the employee or supervisor directly. If the person(s) involved are unable to resolve the conflict or complaint, the complainant should contact the immediate/appropriate supervisor in an effort to resolve the issue.

LEVEL 2: School Level Resolution

At this step, the complainant should be prepared to give details about the complaint and steps taken to resolve it. The immediate/appropriate supervisor will acknowledge receipt of the complaint in **three (3)** working days, investigate the complaint, a process which normally involves a discussion with the complainant, gathering of relevant facts and evidence, and respond to the complainant within **ten (10)** working days.

Examples:

- Pedagogical, academic or teacher related issues should be addressed with the Dean of Academics/Assistant Principal.
- Student behavior and discipline issues should be addressed with the Dean of Students/Assistant Principal.
- All other issues should be addressed with the Principal.

If the complainant is not satisfied with the response from the immediate/appropriate supervisor, e.g., Dean of Academics/Students or Assistant Principal or the complaint should be directly addressed with the Principal, the complainant should contact the Principal, who will respond within the same timeline. If the complainant is still dissatisfied, and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the CEO & Superintendent of MPS in an effort to resolve the issue.

LEVEL 3: MPS Home Office ("Home Office") Level Resolution

At this step, the complainant should fill out the attached "**General Complaint Procedures Form**" giving details about the complaint and steps taken to resolve it, and contact the CEO & Superintendent of MPS at:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

The CEO & Superintendent (designee) will acknowledge receipt of the written complaint in **five (5)** working days, attempt to identify a resolution that is acceptable to both parties, within **fifteen (15)** working days of the receipt of the written complaint.

If the complainant is not satisfied with the response from the CEO & Superintendent (designee), and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the MPS Board of Directors (“the Board.”)

LEVEL 4: Board Level Resolution*

At this step, the complainant can file a written complaint with the Board through the Administrative Assistant at the MPS Home Office. *(Same contact information as in Level 3)* The complainant should update the “General Complaint Procedures Form” that was used in Level 3. The Administrative Assistant will acknowledge receipt of the written complaint in **five (5)** working days. The Board may consider the matter at its next regular Board meeting or at a special board meeting convened in order to meet the internal 60-day target within which MPS strives to answer the complaint. The Board may decide not to hear the complaint, in which case the CEO & Superintendent’s decision will be final. If the Board hears the complaint, the Administrative Assistant will send the Board’s decision to the complainant within **sixty (60)** days of the School’s initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. The decision of the Board shall be final.

* For MSA-San Diego, MSA-San Diego Governance Committee will work with the Principal and the Home Office in following the General Complaint Procedures to resolve internal complaints and conflicts before they escalate to the MPS Board level.

The complainant has a right to appeal the Board’s decision to the California Department of Education (CDE). In that case, the complainant needs to fill out a “**Uniform Complaint Procedure Form**” - provided in this handbook – and file it within **fifteen (15)** days of receiving the decision. The appeal must include a copy of the complaint filed with the School and a copy of the Board’s decision. The appeal should be sent to:

California Department of Education
1430 N Street
Sacramento, CA 95814

**MAGNOLIA PUBLIC SCHOOLS
General Complaint Procedures Form**

Last Name: _____ First Name/MI: _____

(if applicable) Student Name: _____ Grade: _____ Date of Birth: _____

Street _____ Address/Apt. _____ #:

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. Yes No

Signature

Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

Professional Boundaries: Staff/Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with

students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee 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.

Examples of Specific Behaviors - Unacceptable Staff/Student Behavior (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.
- 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.

Unacceptable Staff/Student Behavior 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 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.

Dress Code/Uniforms

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

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

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

A Free MPS Uniform Set

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

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

Religious Head Coverings

Religious head coverings shall be permitted.

Free Dress & Theme Dress Days Code

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

- On free dress days, clothing must be in good taste and appropriate for school. Clothing should not be inappropriately tight, revealing, or transparent.
- The school's dress code is strictly enforced during free dress days as well. All students must follow the same guidelines with the exception of not wearing their uniform.

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

MPS Student Uniform Policy

B O T T O M	<ul style="list-style-type: none"> ● Pants, shorts, skirts, skorts, or capris are acceptable. ● Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue. <p><u>Belts</u> <i>(required for all variations of dress uniform)</i></p> <ul style="list-style-type: none"> ● Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal). ● The buckle may only have one catch. ● Belt must be of correct waist size, so that there is minimal excess length (less than five inches). ● Any excess length of belt must be tucked through a belt loop and may not hang down. 	<p><u>Pants/Skirts/Skorts/Shorts</u></p> <ul style="list-style-type: none"> ● May not be baggy or inappropriately tight. May not be rolled at waist. Top of garment must be at or above hip bone. ● Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides. ● Skirts that are above the top of the kneecap should be worn with leggings/tights and must be no shorter than the longest fingertip. ● Pants may not be made from legging or joggging material. ● Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle. Socks may not be worn over pants. ● Rubber bands are not allowed on the bottom of pants or ankles. ● No jean/denim style pants ● No Cargo pants/shorts. ● Must have a built-in pocket not a sewn-on pocket.
T O P	<ul style="list-style-type: none"> ● White, gray, black or navy-blue polo or woven shirts must have the school logo. They may be either short or long sleeved. ● Hoods may not be worn at school. ● Top of garment must be at or above hipbone when student is standing up. 	<p><u>Undergarments</u></p> <p>All undergarments, including bras, boxer shorts, etc., should not be visible</p> <p><u>Other Guidelines</u></p> <ul style="list-style-type: none"> ● Woven shirt or polo shirt must be tucked in neatly at the waist at all times. These shirts may not be inappropriately tight or baggy. ● Undershirts must be short-sleeved if worn. ● The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned. ● Under shirt may not hang out of sleeves.

F O O T W E A R	<ul style="list-style-type: none"> For all footwear including “athletic” footwear, the majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.) Plain, unadorned socks must always be worn, tights are also acceptable. Color of the socks or tights: Solid black, dark brown, navy blue or white. No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels. 	<p>Shoes</p> <ul style="list-style-type: none"> Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoelaces must match shoes and be in solid color. <p>Jewelry and Accessories/Cosmetics</p> <ul style="list-style-type: none"> 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 undue attention. Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school. Cosmetics must be appropriate for school and not attract undue attention. <ul style="list-style-type: none"> No brightly colored or glitter eye shadow, or blush. Mascara and eyeliner should be minimal. Lipstick should be a natural color. Earrings must be studs or one (1) inch hoops and worn on earlobe.
P E U N I F O R M	<ul style="list-style-type: none"> Top: Students will wear a solid gray t-shirt, preferably with the MPS logo. Solid white, gray, black, or navy blue sweatshirts with or without the MPS logo may also be worn during PE. Bottom: Properly fitting navy shorts. Waist size of shorts must be appropriate to student’s waist size (i.e. not inappropriately tight or baggy). Shorts should be no shorter than your longest finger when standing with your hands by your sides Footwear: Any athletic shoes suitable for basketball, tennis, and field sports. The majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.) 	
O U T E R W E A R	<ul style="list-style-type: none"> Hats, hoods, caps, and other headgear may not be worn in school buildings, except for purposes of religious observance. No gloves or finger lacing of any sort are allowed. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue. <p>For colder weather</p> <ul style="list-style-type: none"> Crew-neck and zip v-neck sweatshirt and jackets are permitted, with or without the MPS logo. Sweatshirts and jackets must be solid white, gray, black, or navy-blue. 	

Notes

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

RESPONSE

Disaster Response Procedures

The purpose of these procedures is designed to offer clear guidance and instructions for safety and emergency preparedness, aimed at safeguarding the well-being of both students and staff during critical situations. The subsequent sections outline specific procedures tailored to various emergency scenarios.

1. Ensuring the safety and welfare of students and staff.
2. Facilitating a secure and coordinated response to diverse emergency situations.
3. Safeguarding the school's facilities and property.
4. Efficiently restoring normal conditions with minimal confusion in the shortest time possible.
5. Establishing a seamless 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 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 Response Team and coordinate response as needed, particularly in the area of mental health support. In the event of the following scenarios, the principal or designee will communicate with stakeholders using the school's mass communication system.

Fire

In the event of a fire at our school, the following procedures will be promptly implemented:

- **Discovery of Fire:** Upon discovering a fire, teachers or staff members will immediately guide all occupants out of the building, activate the fire alarm, and promptly report the incident to the school administrator.
- **Incident Command and Evacuation:** The principal or designee will assume the role of the Incident Commander and initiate the Evacuate Building action. Staff and students will follow prescribed or safe routes to evacuate buildings, assembling at designated Assembly Areas.
- **Emergency Services Notification:** The school principal or designee will contact 911, providing precise details about the fire's location (e.g., building, room, area).
- **Evacuation Accountability:** During an evacuation, teachers will carry student rosters and any necessary emergency supplies, taking attendance at the Assembly Area to ensure accountability for all students. Special attention will be given to students with cognitive disabilities to ensure their understanding of directions. Teachers will promptly inform the Assembly Area Team of any missing students.
- **Security Measures:** The administrative team will secure the affected area to prevent unauthorized entry and maintain clear access roads for emergency vehicles.
- **Utilities and Post-Incident Actions:** The administrative team will notify the relevant utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- **Parent Communication:** The principal or designee will communicate with and update parents promptly via ParentSquare, ensuring transparent and timely information dissemination.

These procedures are designed to prioritize the safety and well-being of all occupants. Regular training and drills will reinforce these protocols, promoting a swift and coordinated response during an actual emergency.

Lockdown

This protocol is enacted in response to identified or directed threats of violence or gunfire by law enforcement, aiming to prevent perpetrators from entering any occupied campus areas. The purpose of a lockdown is to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the school's security.

Lockdown Procedures:

- **Initiating Lockdown:** Lockdown is declared when the threat of violence or gunfire is identified. All personnel must adhere to this protocol to ensure the safety of everyone on campus.
- **Secure Classrooms or Designated Safe Locations:** During Lockdown, students are required to remain in locked classrooms or designated safe locations. It is imperative to keep classroom doors locked at all times.
- **Immediate Actions for Classes:** Upon receiving the lockdown announcement:
 - Classes will remain in their rooms.
 - Redirect any students in hallways or outdoors into the nearest locked classroom.
 - Physical education classes will relocate to secure areas such as the gym, auditorium, or multi-purpose room.
- **Safety Measures within Classrooms:** Once in the secured location:
 - Move students to the most protected areas in the room and lock the door.
 - Instruct students to face away from windows, keeping their backs toward windows.
 - Close and lock all doors and windows.
 - If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
- **Lights and Power:** Turn off lights, power equipment, appliances, and ensure cell phones are on silent mode. Maintain silence in the room to avoid detection.
- **Attendance and Student Accountability:** Take and report attendance as feasible. Teachers must account for any students with cognitive disabilities who may require additional assistance or may not have fully understood the directions.
- **Remain in Secured Locations:** All personnel must remain in the secured room until further instructions are received from official sources.

This Lockdown Procedure is designed to prioritize the safety of all individuals on campus. Regular drills and ongoing training will familiarize staff and students with these protocols, ensuring a swift and coordinated response during an actual emergency.

Medical Emergency

Medical emergencies or accidents may occur unexpectedly, involving students or employees. Depending on the severity, some incidents may only require first aid, while others demand immediate medical attention. In any uncertainty, prioritize caution and promptly dial 911.

- **Emergency Reporting:** In the event of a medical emergency involving a student or employee, immediately report the incident to the School Principal or designated personnel. Dial 911 or instruct someone to do so. When reporting, provide the following essential information:
 - School name and phone number.
 - Building address, along with the nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
 - Nature of the emergency.
 Stay on the line until advised to disconnect by the dispatcher.
- **School Notification:** Notify the school office about the injured individual and the initiation of an ambulance call. Request the dispatch of a first aid/CPR-trained employee to assist the victim.
- **Assistance and Victim Care:** Maintain composure during the emergency. Keep the victim warm with a coat or blanket.

- Avoid moving the victim unless there is a risk of further injury. Refrain from offering any food or drink to the victim.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Administration of Naloxone (Narcan)

Provide emergency Naloxone (Narcan) or another opioid antagonist to trained school personnel, with designated volunteers receiving initial and annual refresher training for the storage and emergency use of these medications. Responding to medical emergencies, particularly opioid overdoses, and the safe administration of Naloxone within the school environment. This plan aims to ensure the well-being of students and staff and to provide timely and effective intervention in the event of an opioid-related emergency.

Identification of Potential Overdose Cases:

- Training is provided to school staff, including teachers, administrators, and support staff, on recognizing the signs of opioid overdose, such as respiratory distress, unconsciousness, or pinpoint pupils.

Naloxone Training:

- The school designates key personnel, such as school nurses and selected staff members, to undergo specialized training in the administration of Naloxone.
- Training includes recognizing signs of overdose, proper administration techniques, and post-administration procedures.

Emergency Response Protocol, in the event of a suspected opioid overdose

- Maintain accessible and strategically located Naloxone kits within the school, particularly in areas where medical emergencies are more likely to occur.
- Trained personnel authorized to administer Naloxone during emergencies, and trained to follow the outlined step-by-step process for administering Naloxone, emphasizing proper dosage, injection techniques, and post-administration monitoring.
- After administration of Naloxone, staff shall immediately call emergency services (911) to report the incident and request urgent medical assistance
- Establish a post-administration monitoring procedure to ensure the individual's vital signs are stable. If necessary, continue to provide supportive care until emergency medical services arrive.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Administration Procedure

This Medical Emergency Protocol is designed to ensure swift and organized responses in times of need. Regular training and drills will familiarize staff with these procedures, promoting a safe and supportive environment within our school community.

Earthquakes

Earthquakes can occur without warning, often followed by aftershocks that may persist for weeks or months. The impact on buildings varies, making it crucial to remain calm and act promptly during and after the shaking.

- Stay Calm and Assess: Keep calm during the shaking and remain in your current location. Assess the situation before taking action. Remember, injuries often result from flying or falling debris.
- Drop, Cover, and Hold On: Upon the first indication of an earthquake, teachers should instruct students to Drop, Cover, and Hold On.
- Move to Safety: Move away from windows and overhead hazards to avoid glass and falling objects.
- Students with Disabilities: Students with disabilities preventing them from seeking protection under furniture should:

- Move away from unsecured items in the room.
- Go to a structural corner away from cabinets, shelves, and windows.
- Lock wheelchair wheels and protect their head and neck with their hands.

After the Earthquake

- Incident Commander Activation: When the shaking stops, the principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation Procedures: Staff and students will evacuate using prescribed or safe routes to the Assembly Area.
- Attendance and Student Accountability: Teachers will bring their student roster and emergency supplies, taking attendance at the Assembly Area. Special attention will be given to students with cognitive disabilities.
- Missing Students Notification: Teachers will notify the Assembly Area Team of missing students or any student left behind.
- Security Measures: The administrative team will secure the area to prevent unauthorized entry and ensure clear access roads for emergency vehicles.
- Utilities and All Clear: Notify the appropriate utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will notify and update parents promptly via ParentSquare.

This Earthquake Response Protocol is designed for the safety and well-being of all individuals on campus. Regular drills and training will reinforce these procedures, fostering a resilient and prepared school community.

Assaults

Assaults, involving acts of striking or inflicting injury on a person, are considered serious matters, demanding immediate attention and appropriate action. Any threat or assault on students or employees requires prompt reporting to the School Principal or designated personnel. The decision to involve law enforcement officials will be determined by the School Principal or designee.

General Reporting Steps:

- Immediate Reporting: Report any threat or assault on students or employees promptly to the School Principal or designee.
- Law Enforcement Notification: The School Principal or designee will assess the severity and decide whether law enforcement officials should be notified.

In Case of Serious Assault:

- Emergency Services: Dial 911 immediately.
- Seek Medical Attention: Seek first aid or medical attention for any injuries sustained during the assault, if indicated.
- Document Injuries: Have photographs taken of any injuries as part of the documentation process.
- Assailant Description: Write down a detailed physical description of the assailant as soon as possible after the incident, including sex, age, height, weight, race, clothing, and any weapon used.
- Witness Information: Obtain names and telephone numbers of any witnesses present during the assault.
- Incident Report: Draft an incident report detailing the circumstances of the assault.
- Submission to School Principal: Submit the incident report to the School Principal or designee for review.
- Law Enforcement Involvement: The School Principal or designee will submit an incident report to local law enforcement if the assault is deemed serious.

This Assault Incident Protocol is designed to ensure a swift and comprehensive response to any assault situation. Regular training and awareness programs will support the school community in understanding and implementing these procedures effectively.

Biochemical/Hazardous Materials

A biological or chemical release involves the discharge of substances in solid, liquid, or gaseous states, with potential incidents ranging from chemical spills in school laboratories to hazardous material incidents adjacent to the school. Early detection and swift response are essential to ensure the safety of students and staff.

Indicators of Release:

- Multiple victims with symptoms such as watery eyes, twitching, choking, loss of coordination, trouble breathing.
- Presence of distressed animals or dead birds.

Response Procedures:

- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation and Isolation: Staff and students will use designated routes to the Assembly Area, upwind of the affected area. Those exposed to contaminants should be isolated from the rest of the school population.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details and the nature of the emergency.
- Area Isolation and Access Restriction: The administrative team, under the Incident Commander's instructions, will isolate and restrict access to potentially contaminated areas.
- Ventilation and Air Handling Measures: The Security/Utilities Team will turn off local fans, close windows and doors, and shut down the building's air handling system.
- Parent Communication: The principal or designee will promptly notify and update parents via ParentSquare.
- Decontamination and Triage: Individuals in direct contact with hazardous substances should wash affected areas with soap and water. Outer clothing layers, potentially contaminated, should be removed and contained. The Triage Team will evaluate and monitor exposed individuals.
- Assembly Area Team Responsibilities: Prepare a list of all people in the affected or contaminated area, specifying those with actual contact. Provide the list to the Incident Commander and emergency responders.
- Crisis Team Activation: The Crisis Response Team will convene on-site, initiating counseling and recovery processes.
- Area Reopening: Affected areas will not reopen until clearance is provided by the appropriate agency, such as Los Angeles County HazMat, and the Incident Commander authorizes it.
- All Clear Activation: Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

These protocols ensure a comprehensive and coordinated response to biochemical/hazardous material incidents, prioritizing the safety and well-being of the school community. Regular drills and training will enhance preparedness and awareness.

Disorderly Conduct

Disorderly conduct, whether exhibited by a student, staff member, or visitor, can pose a threat to the safety and well-being of the school community. The following protocols are established to ensure a measured and effective response:

- Immediate Action: Upon witnessing disorderly conduct, staff should take immediate steps to calm and control the situation, prioritizing the safety of all individuals involved. If safe to do so, attempts should be made to isolate the perpetrator from other students and staff.
- Witness Statements: Witnesses are encouraged to provide written statements detailing the incident for follow-up by the school administrator and/or law enforcement agency.

- Notification to Principal: Staff witnessing disorderly conduct should promptly notify the principal or designee.
- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating appropriate emergency functions such as Lockdown, Evacuate Building, or Off-site Relocation.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details (e.g., building, room, area) of the incident.
- Immediate Threat Response: If an immediate threat is not evident, the Incident Commander or designated staff may attempt to defuse the situation. Approach the individual in a calm, nonconfrontational manner and request they leave the campus, avoiding hostile situations.
- Family Notification (if applicable): In the case of a student involved, every effort should be made to notify the family, as they may provide valuable insights on handling the situation.
- Parent Communication: The Incident Commander will promptly notify and update parents via ParentSquare, as necessary.
- Threat Assessment/Management Team Activation: The Incident Commander and team will assess whether activating the threat assessment/management team (Crisis Response Team) is warranted.
- All Clear Activation: Once the incident concludes, and the campus is determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are designed to address disorderly conduct swiftly and efficiently, prioritizing the safety of the school community and providing necessary support and communication channels. Regular training and drills will enhance preparedness and response capabilities.

Vandalism

In the event of school vandalism, the following procedures are to be adhered to for a comprehensive and effective response:

- Notification of School Authority: Promptly notify the school principal or designee of the vandalism incident.
- Building and Grounds Personnel Notification: Notify building and grounds maintenance personnel to assess and address the immediate physical impact.
- Assessment of Severity: The School Principal, or designee, will assess the seriousness of the situation, gauging the level of assistance required, which may involve engaging local law enforcement.
- Identification of Perpetrators: If possible, attempt to identify the individuals involved in the act of vandalism.
- Witness Interviews and Statements: Conduct interviews with witnesses and obtain written statements detailing the incident.
- Documentation Process: Document the incident promptly, preparing an incident report that includes any witness statements. Submit this report to the School Principal or designee.
- Parent/Guardian Notification: Notify parents or legal guardians of the affected students about the vandalism incident.
- Disciplinary Measures: Determine appropriate disciplinary measures in response to the act of vandalism.
- Restitution Assessment: Evaluate any monetary restitution issues arising from the vandalism and determine the applicable amounts.

These procedures are established to ensure a systematic response to vandalism incidents, address immediate concerns, identify responsible parties, and implement appropriate disciplinary and restitution measures. Regular communication with parents and legal guardians is crucial for maintaining transparency and fostering a sense of responsibility within the school community.

Loss or Failure of Utilities

In the event of a utility failure, encompassing the loss of water, power, or other essential utilities on school grounds, the following comprehensive procedures are to be followed:

- **Immediate Action for Broken Utility Lines:** In the case of a broken water or electrical line, make an immediate effort to shut off water or power to the affected area. Simultaneously, notify the school administrator without delay.
- **Incident Commander Designation:** Upon receiving notification of a utility loss, the principal or designee assumes the role of Incident Commander. The Incident Commander will initiate appropriate emergency functions, including potential actions like Shelter in Place or Evacuate Building.
- **Communication with MPS General Counsel & Facilities Department:** The Incident Commander, during business hours, will promptly notify the MPS General Counsel & Facilities Department, specifying the location and nature of the emergency. The preferred vendor list may be engaged based on the Incident Commander's discretion.
- **Utility Company Coordination:** MPS General Counsel & Facilities Department personnel, collaborating with the Incident Commander, will contact the affected utility company. This communication aims to ascertain the necessity of their assistance, recommended actions, and the anticipated duration of the service interruption.
- **Evacuation Procedures:** If the Evacuate Building action is warranted, teachers will evacuate with student rosters and essential classroom emergency supplies. Attendance will be taken in a safe location. Special consideration will be given to students with cognitive disabilities.
- **Parent Notification via ParentSquare:** The Incident Commander will inform and update parents promptly through ParentSquare.
- **Utilization of Emergency Supplies:** School emergency supplies will be deployed as needed to compensate for the utility loss.
- **All Clear Action:** Once the incident is concluded, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- **Specific Concern Protocols:** In addition to the outlined procedures, the Incident Commander will implement specific protocols tailored to the nature of the utility concern (e.g., loss of water supply, power outage).

These procedures are established to ensure a swift, organized, and effective response to utility failures, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Bomb Threat/Suspicious Package

In response to the discovery of a suspicious package on campus grounds or the receipt of a threatening phone call indicating a potential explosion risk, the following procedures are implemented:

Response to Threatening Phone Calls:

- **Immediate Action:** The call taker aims to keep the caller on the line while alerting someone else to call 911. Simultaneously, the staff member calling 911 provides essential information to the operator:
 - Nature of threat on the phone line
 - School name
 - Phone number of the line receiving the threat
 - Name and contact information of the staff member
- **Informing the Principal:** The person answering the threat call informs the principal immediately and gathers and records information about the call, addressing bomb threat questions such as location, timing, appearance, motive, and contact details.
- **Voice Analysis and Background Evaluation:** Questions are complemented by evaluating the caller's voice and background noise for characteristics such as gender, age, accent, speech clarity, and background environment.
- **Incident Commander Designation:** The principal or designee assumes the role of the Incident Commander, advising the school. Law enforcement may instruct the school to wait for officers to arrive and conduct an

investigation. The Incident Commander, in consultation with law enforcement, determines appropriate emergency functions, such as Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.

Discovery of Suspicious Packages or Objects:

- Cell Phone and Radio Precautions: If unusual or suspicious packages, boxes, or foreign objects are discovered, all cell phones and hand-held radios are turned off to prevent potential triggering by radio frequencies.
- Object Discovery Protocol: Report the discovery to the Incident Commander while securing the immediate area without touching or disturbing the object. No attempt should be made to investigate or examine a suspicious object.
- Parent Notification via ParentSquare: The Incident Commander notifies and updates parents through ParentSquare.

Evacuation Procedures:

- Incident Commander's Decision: The Incident Commander, consulting with law enforcement, may alter emergency functions based on the situation. In case of a confirmed threat or bomb discovery, the Evacuate Building action is issued.
- Safe Evacuation: Staff and students evacuate using safe routes to the Assembly Area.
- Attendance and Missing Students: Teachers bring student rosters, take attendance at the Assembly Area, and account for students. Special consideration is given to students with cognitive disabilities. Teachers notify the Assembly Area Team of missing students.

Post-Incident Actions:

- Crisis Response Team: The Crisis Response Team convenes on-site for counseling and recovery.
- Inspection and All Clear: School activities do not resume until proper authorities inspect affected buildings and declare them safe. The Incident Commander initiates the All Clear action after the incident concludes.
- Off-Site Relocation: The Incident Commander may initiate an off-site relocation if conditions warrant.
- Incident Report: Following the incident, the Incident Commander completes a comprehensive bomb threat report for analysis and reflection.

These procedures are established to ensure a swift, organized, and effective response to bomb threats and suspicious packages, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Explosions/Risk of Explosions

In the unfortunate event of an explosion or the risk of explosion at the school, the following procedures should be followed:

- Initiate Drop, Cover, and Hold On: In the event of an explosion, all individuals should immediately initiate the Drop, Cover, and Hold On protocol.
- Incident Commander and Emergency Services: The principal or designee becomes the Incident Commander and promptly calls 911 to provide precise details of the emergency, including the location (e.g., building, room, area) and the nature of the incident.
- Consultation and Emergency Functions: The Incident Commander will consult with available law enforcement and, considering the potential for another imminent explosion, determine appropriate emergency functions. Actions may include Shelter in Place, Evacuate Building, or Relocation. Evacuation may be required in some buildings on campus, with others serving as shelters.
- Evacuation Procedures: In the event of an evacuation, staff and students will use prescribed routes or other safe routes to proceed to the Assembly Area.
- Attendance and Notifications: During evacuation, teachers will bring the student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are responsible for accounting for students with cognitive disabilities who may not have understood the directions, and they will notify the Assembly Area Team of missing students. The Incident Commander will promptly notify and update parents via ParentSquare.

- **Medical Assistance:** The Triage Team will promptly check for injuries and provide appropriate medical assistance.
- **Utilities and Building Security:** The Incident Commander will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities. The administrative team will secure the building entrance to prevent unauthorized persons from entering the school buildings.
- **Search and Rescue Activities:** If it is determined safe to enter affected areas, the Incident Commander will direct the administrative team to initiate search and rescue activities.
- **Reopening and Clearance:** Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or the appropriate agency provides clearance, and the Incident Commander authorizes such action.
- **Relocation Procedures:** The Incident Commander may initiate a Relocation if conditions warrant such a decision.
- **All Clear and Conclusion:** Once the incident has concluded, and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are established to ensure a swift, organized, and effective response to explosions or the risk of explosions at school, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Fighting or Riots

When dealing with a fight or the potential escalation to a riot, school staff should adhere to the following guidelines:

Fighting:

- **Communication and Assistance:** Utilize radio units or cell phones for communication. If not feasible, send a reliable student to the office to seek assistance. Speak loudly, demanding an immediate cessation of the behavior.
- **Collaboration and Intervention:** Seek assistance from other teachers to address the situation. If students begin to gather, work swiftly to disperse them.
- **Identification and Intervention:** Call out the names of involved students, if known, and inform them of their identification. For serious fights, especially those involving weapons, seek additional help from law enforcement personnel.
- **Separation and De-escalation:** Attempt to separate involved students using an assertive tone. Consider age, size, and personal safety before intervening physically. If successful in separating students, avoid further confrontational behavior. Allow students time to talk in a calm setting to gradually change the climate of the situation.

Riots:

- **Prevention and Sensitivity:** Encourage teachers and staff to be sensitive to the emotional climate and defuse tensions before problems escalate.
- **Law Enforcement and Assessment:** Notify local law enforcement of the disturbance and convene at a pre-designated site to evaluate the situation.
- **Emergency Response Plans:** Have a law enforcement officer assess and call for necessary resources, such as backup and emergency medical assistance.
- **Activate emergency plans, including:**
 - Instruct office staff to handle communications and initiate lockdown orders.
 - Notify transportation for appropriate buses for evacuation.
 - Assign staff to a temporary detention facility and log information.
 - Direct a teacher or designee to initiate lockdown and immobilize the campus.
- **Collaboration and Communication:** Collaborate with the MPS Outreach & Communications Department to brief a representative for media interactions.
- **Medical Treatment and Triage:** Assign staff to a pre-designated medical treatment/triage facility.

Remember, these protocols are established to ensure a swift, organized, and effective response, prioritizing the safety and well-being of students and staff during such incidents.

Crisis Response

A school crisis is an unexpected critical incident that poses a safety threat or disrupts the school day, impacting teaching, learning, and overall well-being. Common reactions include shock, confusion, and fear. While each crisis may affect individuals differently, it can have a broad and immediate impact on students and adults. Examples include accidents, violent incidents, deaths, natural disasters, or acts of terrorism.

Multi-Tiered Crisis Response Team Model:

Tier I: School Site Crisis Response Team:

- Initiates crisis response, assesses needed services, and provides direct interventions.
- Determines the need for additional assistance from the Home Office.
- May be activated during emergencies or as a stand-alone team.

Tier II: Academic Department (Director of Special Education and Services; Director of Student Services):

- Contacted by the school site for support beyond the team's scope.
- Provides consultation, direct intervention, assistance with communications, and guidance for recovery/SEL support.

Tier III: MPS Home Office Crisis Response Team:

- Engaged based on collaboration between the Academic Department and the school site.
- Offers consultation, direct intervention, communication support, and recovery guidance.

Crisis Response Procedures:

- **Activation and Assessment:** The principal or designee, as the Incident Commander, activates the School Site Crisis Response Team. The team, in collaboration with the Incident Commander, assesses the impact and triages students, staff, and parents/guardians.
- **Direct Intervention Services:** The Crisis Response Team delivers crisis intervention services, including psychological first aid.
- **Restoration of School Functions:** Advises and assists the Incident Commander in restoring regular school functions efficiently and quickly.
- **Limiting Exposure and Ongoing Assessment:** Takes measures to limit exposure to scenes of trauma, injury, and death. Provides ongoing assessment of needs and follow-up services as required.

These protocols are designed to ensure a comprehensive, organized, and effective response to crises, prioritizing the well-being of students, staff, and the school community.

Active Shooter/Gunfire

In the event of a threat of violence on campus or the sound of gunfire, lockdown procedures should be immediately implemented. An Active Shooter on Campus is defined as an individual or individuals on school grounds armed with a firearm, having caused injury or death with the firearm and demonstrating continued threat.

Procedures for Staff:

- Upon the first indication of an active shooter, staff must promptly notify the principal or designee, who assumes the role of Incident Commander.
- The Incident Commander initiates a lockdown, the recommended emergency response.
- A call to 911 is made, providing precise details of the incident. A designated person should remain on the line with the police if safe.
- Establish communication with classrooms through school phones, email, cell phones, or radios to keep everyone informed.
- Notify MPS Home Office through the HOST channel and request assistance.

- Collaborate with the MPS Outreach & Communications Department to inform and update parents via ParentSquare.

Principal/Designee and Crisis Response Team Responsibilities:

- Secure perimeter gates and ensure all individuals are safely behind locked doors.
- Initiate the process of accounting for all students and staff.
- Calm and control students through regular announcements. If safe, maintain separation between students and the perpetrator.
- If imminent danger is identified with an active shooter on campus, Rapid Relocation may be initiated, ensuring students are not placed in the gunman's path.

Rapid Relocation Procedures:

- Encourage quick evacuation through any safe exit. If leaving campus, the preferred off-site relocation point is chosen if the route is safe.
- Inform local law enforcement of the decision to leave campus and the chosen destination. Keep them updated on students and staff not reaching the relocation point.
- Calm students, establish a perimeter for safety, and re-establish Incident Command teams with available staff.
- The Triage Team collaborates with first responders for medical attention to the injured.
- The Incident Commander prepares a verified list of the wounded and their transport locations, coordinating with the School Site Crisis Response Team for parent notifications.
- All media inquiries are directed to the MPS Home Office Outreach & Communications Department.
- Once the incident concludes and the campus is declared safe, the Incident Commander initiates the All Clear action.
- A debrief session with staff and school police officers is conducted by the Incident Commander.

These crisis response protocols are established with the paramount goal of ensuring the safety, well-being, and efficient recovery of students, staff, and the school community in the face of unforeseen critical incidents. The collaboration between school personnel, law enforcement, and relevant agencies is crucial to swiftly and effectively address emergencies, minimize disruptions, and support the emotional and physical recovery of those affected. By adhering to these comprehensive procedures, we aim to create a secure and resilient environment conducive to the continued growth and success of our educational community.

Use of Facilities

In the event of disasters or emergencies, the school is committed to supporting the mandated emergency procedures established by law enforcement, government, or public safety agencies. This ensures that students and both certificated and classified staff follow necessary protocols, enabling the school to serve as a mass care and welfare shelter.

Evacuation

In the event that community conditions or internal school circumstances necessitate a site evacuation, the following steps should be undertaken:

- The principal or designee assumes the role of Incident Commander and will communicate evacuation instructions via the PA system. If the PA system is unavailable, alternative communication methods, such as messengers, will be employed. The principal will convey a calm demeanor, offer reassuring comments, affirm that the situation is under control, and provide clear directions.
 - Example Statement: "Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll books 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."
- The Incident Commander will activate the fire alarm system as a signal to initiate the evacuation process.

- Designated emergency team members/staff will secure medications, related documents, and other essential medical supplies/equipment, such as First Aid Kit, CPR, AED, Epi-Pen, and Sharps container.
- Teachers will instruct students to evacuate the building using designated routes and assemble in their assigned Assembly Area.
- Teachers will bring student rosters and any classroom emergency supplies, take attendance once the class is assembled in a safe location, and account for students with cognitive disabilities who may not have fully understood the directions. Missing students will be listed on the Missing Persons Report.
- Once assembled, teachers and students will remain in place until further instructions are provided.
- The Incident Commander will make necessary notifications to the Home Office and parents.
- Upon the conclusion of the incident and confirmation of campus safety, the Incident Commander will initiate the All Clear action.

Procedures for Responding to Students Who Self-Injure

Self-injury, characterized by the deliberate act of harming one's own body, is often an unhealthy coping mechanism for emotional pain, intense anger, or frustration. While this behavior may lack suicidal intent, it can escalate the risk of suicide due to underlying emotional issues. Consequently, students exhibiting self-injurious behaviors should be assessed for suicide risk.

Signs and Symptoms of Self-Injury:

- Frequent or unexplained bruises, scars, cuts, or burns.
- Consistent, inappropriate use of clothing to conceal wounds.
- Possession of sharp objects such as razor blades, shards of glass, or thumbtacks.
- Evidence of self-injury in journals, drawings, social networking sites, etc.

Risk Factors of Self-Injury:

- Age, with a higher prevalence among teenagers and young adults.
- Influence of friends engaging in self-injury.
- Psychosocial factors, including neglect, abuse, or traumatic events.
- Mental health issues, such as depression, anxiety disorders, post-traumatic stress disorder, and eating disorders.
- Alcohol or drug abuse.

Protocol for Responding to Self-Injury:

- Respond immediately or as soon as practically possible.
- Supervise the student at all times.
- Seek medical attention as needed.
- Conduct an administrative search for access to means such as razor blades, shards of glass, other sharp instruments, or medications.
- Assess for suicide risk using appropriate protocols.
- Communicate with and involve the parent/guardian to address the self-injurious behavior promptly.

Awareness for Parents/Caregivers:

- Encourage appropriate coping and problem-solving skills.
- Listen calmly and empathetically, avoiding shaming reactions.
- Develop a safety plan with the student.
- Notify identified adults in the safety plan and provide information on the adult gatekeepers.

Self-Injury and Contagion:

- Respond immediately to identified students.
- Assess each student for suicide risk individually.
- Supervise students separately if identified as engaging in self-injurious behaviors.
- Consider making a mental health referral for students exhibiting self-injurious behaviors.

Response to Self-Injury and Contagion within the School Community:

- Address self-injury with students individually.
- Avoid discussing self-injurious behaviors in group settings.
- Conduct informational parent meetings, inviting all parents/guardians for psycho-education, awareness, and tools for addressing self-injurious behaviors.
- Supervise students and children during parent/guardian meetings.
- Consult with the Outreach & Communications Department for dissemination of information regarding parent/guardian meetings or other media matters.

These procedures are established to ensure a compassionate and effective response, prioritizing the well-being of students and fostering a safe and supportive school environment.

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 the 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.

Emergency Drills

The school shall conduct emergency drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or 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 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

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 or designee.

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 were taken by the school.
- Announce new changes made after the incident has passed.

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. Schoolwide communication will be sent via ParentSquare.

Safety Supply/Equipment

The School Principal and/or designee, alongside the School Safety Management 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, such as classrooms.

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for directing team activities and keeping everyone informed of the overall status. Furthermore, responsible for assessing the adequacy of available water, food, sanitation, and other supplies and organizing the distribution of resources for immediate use. Specific duties may include

- Reporting equipment and supply needs
- Estimate the number of persons requiring food/shelter/care
- Work Incident Commander to determine the length of time care will be needed
- Inventory supplies on hand
- Distributing emergency water and food supplies
- 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 the School Safety Management Team include:

- 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

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
- Antibacterial 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.

Plant Inspections

The School Principal, or designee, with the assistance of local support personnel where necessary, will inspect and ensure that the school is clean, and secured, all paths of egress are open and well lit is essential to the safety and well-being of all students and staff members of Magnolia Public Schools.

Essential Checklist: Plant Inspections

- A walk-through will be performed at least twice annually by the principal and/or designee to ascertain any unsafe conditions that are hazardous to the staff or student's 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 Committee will review the walk-through. A timeline for the completion of necessary corrections will be reviewed and assessed monthly.
- The School Principal and/or designee 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.
 - 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.

RECOVERY

Schools as Pillars of Support in Emergencies

Schools play a pivotal role in aiding members of the learning community in both preparing for and recovering from emergencies or disasters. Whether stemming from natural events like earthquakes, fires, and loss, or man-made events such as tragic incidents, student overdoses, or acts of terror, a school's approach to post-emergency support is most effective when it addresses diverse levels of need among students. The provision of varying degrees of support, including opportunities for smaller group meetings, becomes critical for those requiring more in-depth assistance, thereby complementing the general support offered to all students.

In the aftermath, the responsibility for implementing recovery strategies typically falls on the shoulders of school psychologists, counselors, social workers, and potential community mental health partners, all of whom may serve as members of the Crisis Response Team. Encouragingly, all adults involved are urged to contribute by modeling calm, caring, and thoughtful behavior.

Supporting Someone After a Crisis

When supporting someone after a crisis, it is important to be present and supportive. Use verbal, nonverbal, and paraverbal communication to convey your care and concern. Ask open-ended questions to identify how they are feeling and listen with empathy. Do not rush them to talk about the incident.

If you are feeling overwhelmed, take some time to gain your composure. Ask for a staff member to step in if you need to leave the room. Coordinate with other staff to address the immediate needs of the staff involved.

It is important to remember that you cannot provide effective support until you have reached physical and emotional calm.

Guiding Therapeutic Rapport through Time

1. Supporting in the Present - Helps rebuild relationships and build bridges of communication. The trust and relationship that you establish at this point are crucial to the de-escalation of a future crisis.
2. Understanding the Past - Allows the person to reflect on their actions and consider the impact on others. This helps to uncover what happened and identify any patterns and Precipitating Factors, which can help in planning for the future.
3. Planning for the Future - Results in learning and development of approaches by collaborating and problem-solving. Planning creates a sense of responsibility and ownership for the individual. It also helps staff prevent crisis behaviors and improve their approaches.

Therapeutic Rapport Considerations

When engaging with individuals in therapeutic settings, it is crucial to take into account several factors that significantly influence the dynamics of the counseling relationship:

- **Age:** An individual's age plays a pivotal role in shaping their ability to comprehend and actively participate in therapy. Consider the developmental stage, as younger children might struggle to express emotions or grasp complex concepts, while older adults bring different life experiences and concerns.
- **Cognitive Functioning:** Cognitive abilities vary among individuals, affecting their capacity to process information and follow instructions. Modify therapeutic approaches to accommodate diverse cognitive functioning levels and ensure effective communication.
- **Culture:** Cultural background deeply influences expectations about counseling and communication styles. Cultivate respect for individuals' cultural values and beliefs, recognizing the potential impact of cultural differences on the therapeutic relationship.
- **Gender Identity:** An individual's gender identity significantly shapes their experiences and interpersonal connections. Create an affirming and safe space that respects and acknowledges clients' gender identities, fostering an environment conducive to exploring gender expression.

- **Previous Life Experiences:** Past life experiences profoundly mold an individual's thoughts, emotions, and behaviors. Be attuned to the potential impact of these experiences on the therapeutic relationship, recognizing their role in shaping an individual's progress.

In acknowledging and adapting to these diverse factors, support staff can enhance the effectiveness of therapeutic interventions, fostering a more inclusive and supportive environment for all individuals seeking assistance.

Strategies for the Crisis Response Team: Supporting Students and Staff After a Crisis

1. **Immediate Debriefing:** Conduct immediate debriefing sessions to allow team members to share their experiences, feelings, and observations.
2. **Provide Safe Spaces:** Establish designated safe spaces within the school where students and staff can seek solace and support.
3. **Structured Group Sessions:** Organize structured group sessions led by mental health professionals to address collective concerns and promote a sense of community.
4. **Resource Distribution:** Distribute informational resources and support materials to students and staff, outlining available counseling services and coping mechanisms.
5. **Collaborative Outreach:** Collaborate with external mental health organizations to provide additional resources and expertise.
6. **Peer Support Networks:** Facilitate the creation of peer support networks among students and staff to encourage mutual assistance.
7. **Long-Term Counseling Services:** Ensure access to long-term counseling services for both students and staff members, recognizing that recovery is an ongoing process.

Strengthening Staff Responses and Fostering Resilience

To enhance staff responses to incidents, it is crucial to conduct an objective assessment of the current response. Take time to reflect on the incident and engage in open dialogue with fellow staff members who were involved. This collaborative process can uncover valuable insights and identify areas for improvement.

Managing a crisis is a challenging experience that can have a profound impact on everyone involved, including staff members. Recognizing the potential trauma of these situations is the first step toward building resilience. Taking care of one's self during this time is essential for both physical and emotional well-being.

Building Resilience:

- **Reflect on the Experience: Acknowledge thoughts, feelings, and physical reactions to the incident.** Reflecting on the experience helps in processing emotions and developing effective coping mechanisms.
- **Practice Self-Care:** Prioritize self-care activities to maintain overall well-being. Ensure individuals get enough sleep, maintain a healthy diet, engage in regular exercise, and spend quality time with loved ones. Self-care provides the strength needed to cope with the challenges of crisis management.
- **Seek Professional Support:** If coping is challenging following the aftermath of a crisis, seeking professional support from a therapist or counselor can be immensely beneficial. A professional can assist in understanding emotions and developing healthy coping mechanisms tailored to your needs.

By fostering open dialogue, engaging in self-reflection, and prioritizing self-care, staff members can collectively navigate the aftermath of crises. Recognizing the trauma and proactively seeking support contribute to building resilience and fostering a supportive community within the school environment.

Recovery information is adopted from: Crisis Prevention Institute (2023). Nonviolent crisis intervention training. 3rd Edition.

Glossary

MPS = Magnolia Public Schools

CMO = Charter Management Organization

PBIS = Positive Behavioral Interventions & Supports

SEL = Social-Emotional Learning

ISS = In School Suspension

ODR = Office Discipline Referral

ADA = Average Daily Attendance

LCAP = Local Control and Accountability Plan

PAC = Parent Advisory Committee

PTF = Parent Task Force

UCP = Uniform Complaint Procedures

CDE = California Department of Education

IDEA = Individuals with Disabilities Education Act

IEP = Individualized Education Program

504 = Section 504 of the Rehabilitation Act of 1973

SSPT = Student Services and Programs Team

HOST = Home Office Support Team

Comprehensive School Safety Plan (CSSP): A detailed school emergency preparedness plan that covers prevention, response, and recovery procedures.

Incident Commander: The person responsible for directing emergency operations during a crisis.

Assembly Area: A designated safe location where students and staff gather during building evacuations to facilitate attendance taking.

Lockdown: An emergency protocol that secures school buildings and grounds during situations involving threats of violence.

ParentSquare: A school-to-home engagement platform used by the school to communicate essential information to parents/guardians.

Emergency Supplies: Resources like first aid kits, flashlights, batteries, blankets, and food/water that are critical for dealing with crises.

All Clear: An announcement made by the Incident Commander indicating that a crisis or emergency has ended and normal school operations can resume.

Crisis Response Team: A multidisciplinary school team trained in crisis preparedness, intervention, and recovery strategies to support the school community during and after critical incidents.

Recovery: The process of assisting students, staff, families and the greater school community in healing and overcoming trauma in the aftermath of a crisis/emergency.

Comprehensive Safe School Plan Quick Reference Guide

Magnolia Science Academy 2



Mr. David Garner
17125 Victory Blvd.
818-758-0300
msa2@magnoliapublicschools.org

Comprehensive School Safety Plan

Magnolia Science Academy - 3 MAGNOLIA PUBLIC SCHOOLS



1254 E Helmick St,
Carson, CA 90746
(310) 637-3806
Zekeriya Ocel, Principal
zocel@magnoliapublicschools.org

A meeting for public input was held on December 2023

Plan Revised January 29, 2024

Plan approved by MAGNOLIA PUBLIC SCHOOL GOVERNING
BOARD for review February 8, 2024

This document is available for public inspection during regular business hours at 7:30am - 4:00pm.

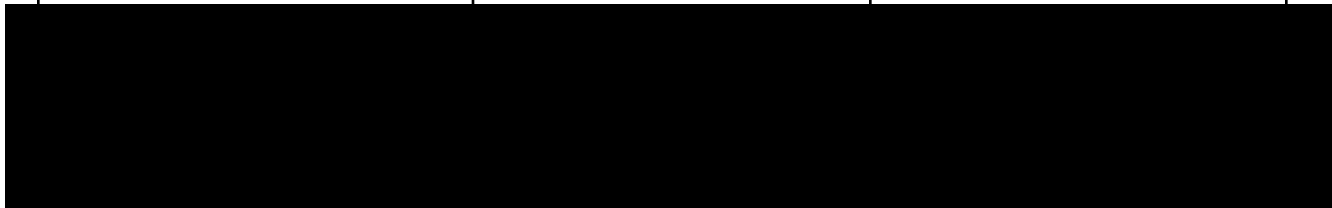
NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

Magnolia Science Academy - 3

Comprehensive School Safety Plan 2024-2025

MSA-3's Parent Advisory Committee certifies that the requirements of California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan.

Name	Agency	Contact Email
------	--------	---------------



Parent Advisory Committee/Safety Planning		
Name	Title	Contact Email
Zekeriya Ocel	Principal	zocel@magnoliapublicschools.org
Asma Mana	Certificated - Math Teacher	amana@magnoliapublicschools.org
Monica Feldman	Certificated - Math Teacher	mfeldman@magnoliapublicschools.org
Karina Palazzolo	Classified - Community School Coordinator	kpalazzolo@magnoliapublicschools.org
Janet Cortez	Classified - Community School Liason	jcortez@magnoliapublicschools.org
Daniella Hernandez	Parent	N/A
Lisa Price	Parent	N/A
Ravion Harper	Parent	N/A
Felicitas Rico,	Parent	N/A
Maria Santacruz	Parent	N/A
Salomon Roman	Community Member	N/A
Sophia Hernandez, Adrian Silva	Students	N/A

Our Mission

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

Our Vision

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

About our School as a Safe Place to Learn

At Magnolia Public Schools, we envision a vibrant learning community where every student feels safe, nurtured, and respected. Through proactive efforts, we foster a positive and inclusive environment that empowers students to thrive academically, socially, and emotionally.

Contents

PURPOSE & PREPARATION	8
Statement of Purpose	8
Plan Organization	8
Safety Goals and Objectives	8
Assessment of Data	9
Local Crime Data	9
School-wide Data	10
Component 1: School Climate	10
Component 2: Goal#2	11
Component 3: Goal#3	11
School Maps	12
Emergency Drills	13
Status Report Form	13
Emergency Drill Evaluation	14
Emergency Drill Calendar	15
H.O.S.T. Crisis Communication	15
PREVENTION	17
Employee Preparedness	17
Employee Skills	17
Employee/Student Special Needs	17
Emergency Onsite Personnel	18
Child Abuse and Neglect Reporting	18
Reportable Offenses	18
Responsibility for Reporting	18
Reporting Procedures	18
Investigation of Suspected Child Abuse or Neglect by Peace Officers - PC 11174.3	19
Releasing a Student to a Peace Officer - EC 48906	19
Procedures for Safe Ingress and Egress from School	19
Social Climate: School and Physical Environment	20
Effective Communication	20
Parent Concern	21
Students Responsibilities	21
Parent Responsibilities	22
School Responsibilities	22
Building Capacity for Engagement	23
Infinite Campus	23
ParentSquare	23
Parent Advisory Committee (PAC)	23
Parent Task Force (PTF)	23
Professional Development	24
Physical Environment	24
	4

Multi-Tiered System of Response to Behavior	24
Suspension and Expulsion Policy and Procedures	30
Procedures	31
Reflection	31
In School Suspension	32
Grounds for Suspension and Expulsion of Students	32
Enumerated Offenses	32
Suspension Procedure	38
Authority to Expel	39
Expulsion Procedures	39
Special Procedures for Expulsion Hearing Involving Sexual Assault or Battery Offenses	40
Record of Hearing	41
Presentation of Evidence	41
Expulsion Decision	41
Written Notice to Expel	42
Disciplinary Records	42
Expulsion Appeals	42
Interim Placement	42
Rehabilitation Plans	43
Readmission or Admission of Previously Expelled Student	43
Notice to Teachers	43
Involuntary Removal for Truancy	43
Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities	43
Students with an IEP	46
Procedures for Notifying Teachers	47
Title IX	49
Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy	49
Title IX, Harassment, Intimidation, Discrimination, and Bullying Coordinator (“Coordinator”)	49
Definitions - Prohibited Unlawful Harassment	49
Prohibited Unlawful Sexual Harassment	50
Prohibited Bullying	51
Bullying and Cyberbullying Prevention Procedures	52
Grievance Procedures	53
Title IX, Harassment, Intimidation, Discrimination, and Bullying Complaint Form	60
Uniform Complaint Policy and Procedures	61
Uniform Complaint Procedures (UCP) Policies and Procedures	61
Scope	61
Compliance Officer	63
Notifications	63
Procedures	64
Appeals to the CDE	65

Civil Law Remedies	66
General Complaint Procedures Form	67
General Complaint Procedures	68
General Complaint Procedures Form	70
Professional Boundaries: Staff/Student Interaction Policy	71
Corporal Punishment	71
Acceptable and Unacceptable Staff/Student Behavior	71
Duty to Report Suspected Misconduct	72
Examples of Specific Behaviors - Unacceptable Staff/Student Behavior (Violations of this Policy)	72
Unacceptable Staff/Student Behavior without Parent and Supervisor Permission:	72
Cautionary Staff/Student Behaviors	72
Acceptable and Recommended Staff/Student Behaviors	72
Dress Code/Uniforms	73
A Free MPS Uniform Set	73
Religious Head Coverings	73
Free Dress & Theme Dress Days Code	73
MPS Student Uniform Policy	74
RESPONSE	76
Disaster Response Procedures	76
Emergency and Crime Response	76
Fire	76
Lockdown	77
Medical Emergency	77
Earthquakes	78
Assaults	79
Biochemical/Hazardous Materials	80
Disorderly Conduct	80
Vandalism	81
Loss or Failure of Utilities	82
Bomb Threat/Suspicious Package	82
Explosions/Risk of Explosions	83
Fighting or Riots	84
Crisis Response	85
Active Shooter/Gunfire	85
Use of Facilities	86
Evacuation	86
Procedures for Responding to Students Who Self-Injure	87
Floor Plan	88
Emergency Drills	88
School Safety Management Team and Operations	88
Guidelines for Handling the Media	88
Parental Notification	89

Safety Supply/Equipment	89
Plant Inspections	90
RECOVERY	92
Schoolwide Supporting Documents	94
Glossary	95
Comprehensive Safe School Plan Quick Reference Guide	97
CSSP Definitions for School	98
Emergency Teams:	98
School Emergency Contacts Chart	98
School Incident Command System and Emergency Teams	98
School Site Specific Considerations	101
Emergency Supplies and Equipment Location	101
Crisis Response Team Chart	101
Additional Contacts	102

PURPOSE & PREPARATION

Statement of Purpose

The Comprehensive School Safety Plan is designed to foster a secure school environment, fostering an optimal learning experience and elevating student academic achievement. This plan is strategically implemented to safeguard the well-being of students and staff, offering a structured response to emergencies and a set of guidelines for preparedness. The primary objectives of this plan include:

1. Ensuring the safety and welfare of students and staff.
2. Providing a coordinated and effective response to emergency situations.
 - Encouraging collaboration among co-located schools for a unified emergency response. This collaborative effort encompasses comprehensive goals, activities, teams, and timelines, ensuring a collective commitment to the well-being of all individuals on campus.
3. Safeguarding the school's facilities and property.
4. Facilitating a swift restoration to normal conditions in the aftermath of an emergency, minimizing confusion.
5. Coordinating with local emergency services when necessary to enhance overall emergency response capabilities.

Plan Organization

Effectively managing emergencies demands a dual focus on thorough emergency preparedness and efficient emergency response capabilities. The Comprehensive School Safety Plan is organized into five essential components:

1. Purpose and Preparation: This component addresses anticipated threats and hazards to the school, emphasizing safety needs before, during, and after an incident. It serves as the proactive foundation for comprehensive emergency preparedness.
2. Prevention: Focused on education and awareness strategies, this component aims to empower members of the learning community with the knowledge and tools to prevent incidents. Proactive measures play a pivotal role in ensuring a secure environment.
3. Response: Strategies and procedures for drills and handling potential threats are outlined. This component ensures a swift and coordinated response during emergency situations, contributing to the preparedness of both students and staff.
4. Recovery: Post-incident, this component centers on establishing therapeutic rapport and utilizing school and community-based resources to address the emotional impact of the crisis. Recovery efforts are crucial for restoring a sense of normalcy within the learning community.
5. Quick Reference Guide: Serving as an internal tool, the Quick Reference Guide enables the rapid activation of the team and safety protocols specific to potential incidents within the learning community. This guide enhances the efficiency and coordination of emergency response efforts.

Safety Goals and Objectives

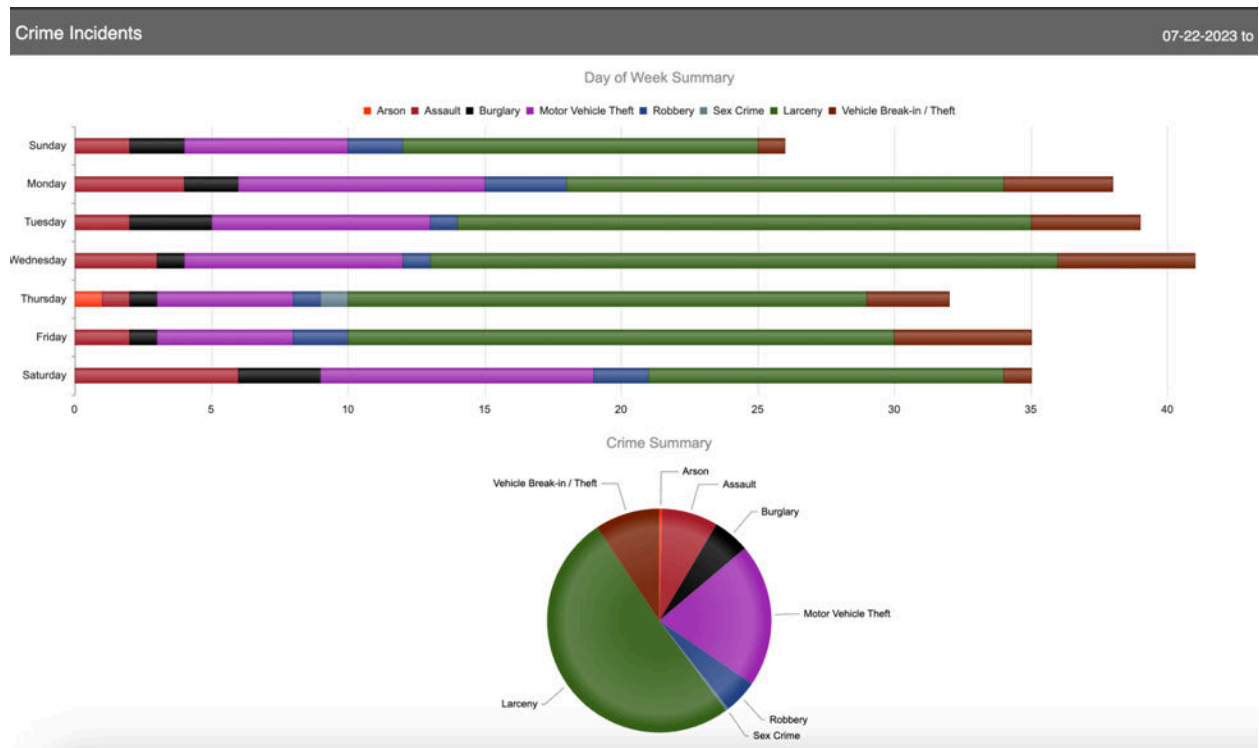
The emergency safety plans are carefully developed to address a range of potential crises, including natural disasters and fires. The school sites participate in regular disaster drills conducted throughout the academic year to ensure that students and staff are well-prepared for any emergency scenario. A crucial part of our planning process involves each MPS school site conducting a thorough review of school-specific data, leading to the identification of specific goals for the school year. This proactive approach ensures that our emergency preparedness measures are tailored to the unique needs and challenges of each school site, fostering a safe and secure learning environment for everyone in our community.

Assessment of Data Local Crime Data

Data Source reviewed to develop statistical analysis was local Law Enforcement crime data via [crimemapping.com](https://www.crimemapping.com)

The top three crime violations in the area of 90746 ZIP CODE from 7/2023 to 11/2023:

Type	Number
Total Crimes during time period	246
Top #1	Larceny
#2	Motor Vehicle Theft
#3	Vehicle Theft / Break In



This data is represented by the following graphic pulled from source website: <https://www.crimemapping.com/map#>

School-wide Data

Data regarding school community was compiled from Infinite Campus, local records, and logs. Data was reviewed on December 1, 2023. The following data was reviewed:

	2020-21	2021-22	2022-23	2023-24 (in progress)
Suspension Data Out-of-School	0	4	5	5
Suspension Data In-School	0	1	0	1
Expulsion Data	0	1	0	0
Office Discipline Referrals ODRs	0	50	10	N/A
Average Daily Attendance (ADA) Rate	95%	90%	90%	P1 93.1%
Chronic Absenteeism Rate	9.9%	40%	36%	17.6%
Graduation Rate	97.6%	100.0%	95.9%	N/A

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
- Parent Advisory Committee
- 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.

Component 1: School Climate

Goal(s): All employees will uphold and implement all stated policies 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 plan.
- Related Activities: Review regularly during Professional Learning Sessions, completion of training through CharterSafe, committee meetings, and safety meetings.
- Resources needed: Safety plan
- Person(s) responsible for implementation: Designated Administrator, Safety Committee
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Educational Partner Surveys

Component 2: Goal#2

Goal(s): Improve Chronic Absenteeism from 36% → 20%

- Objective: At the end of the year, the absenteeism rate will be significantly lower than the previous year
- Related Activities: Review regularly during Professional Learning Sessions, communication of attendance expectations to parents Rewards for students meeting expectations.
- Resources needed: Attendance Data (Infinite Campus)
- Person(s) responsible for implementation: Designated Administrator
- Budget: Refer to schools' annual budget
- Evaluation guidelines: California Dashboard

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:

Emergency Drill Evaluation

MPS Emergency Drill Evaluation ([Google Form](#))

The MPS Emergency Drill Evaluation collects the following information:

- School site
- When did the emergency drill take place?
- Drill Type
- Date Conducted
- Time Started and Time Completion
- Alert Type
- Did everyone on campus participate?
- If parents/guardians participated, what were their roles?
- Rate students' performance of emergency procedures.
- Rate faculty's performance of emergency procedures.
- Rate emergency team performance of duties.
- Rate accounting for everyone.
- Rate alert system.
- Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill?
- List the top lesson learned from this drill and how it will be addressed.
- What school-site training support would improve emergency drills and/or preparedness?

PREVENTION

Employee Preparedness

Our commitment to ensuring a safe and secure school environment involves comprehensive measures to prepare and empower our staff for effective response during emergencies. Here are the key components of our Employee Preparedness plan:

Ongoing Preparedness Measures:

- Regular review of the Comprehensive School Safety Plan and other emergency policies and procedures.
- Familiarization with each employee's role during emergency situations.
- Knowledge and evaluation of required drills, ensuring staff are well-versed in emergency response procedures.
- Familiarity with the layout of buildings, grounds, and all emergency procedures.
- Review of the locations of emergency exits, fire extinguishers, fire alarms, and emergency equipment and supplies.
- Attendance at updated training sessions covering first aid, CPR, the use of fire extinguishers, and search and rescue, as necessary.

Employee Skills

At the commencement of each school year, the School Principal or designee will seek input from instructional and non-instructional staff to identify individuals with special skills or experiences that could be beneficial during an emergency. These employees may be assigned specific emergency management roles, such as first aid, CPR, search & rescue, and fire extinguisher training and certification.

The instructional staff is responsible for the following:

- Presenting instruction to students about emergency preparedness plans and student responsibilities during major emergencies.
- Maintaining readily accessible attendance sheets for use during evacuations.
- Updating and storing classroom emergency kits in safe, accessible locations.
- Full participation in fire, earthquake, and evacuation drills.
- Developing planned activities for students during periods of confinement in emergencies.

The School Principal, or designee, is responsible for the following:

- Assigning employees to specific roles based on their skills, abilities, and normal functions.
- Ensuring that all employees are familiar with site maps, evacuation plans, and are trained in emergency response roles.
- Updating lists of employees trained in first aid, CPR, fire extinguisher use, and search and rescue, arranging for update training as necessary.
- Regularly updating site floor plans showing evacuation routes, assembly areas, emergency supplies, equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut-off valves.
- Posting emergency procedures in visible locations across the school.
- Updating the list of disabled students or employees, arranging for evacuation assistance or other special assistance as needed.
- Testing the site warning system and ensuring signal recognition by employees and students.
- Conducting an inventory of all emergency supplies and equipment, replacing used or outdated items.
- Maintaining a list of emergency phone numbers in readily accessible locations.

Employee/Student Special Needs

Employees and students with special needs are encouraged to self-identify their specific requirements during emergencies. At the beginning of each school year, parents are asked to provide written information and

instructions concerning the specific needs of students. Areas of the school with employees and/or students with permanent mobility impairments should maintain any necessary evacuation devices on each floor where such individuals are located.

Emergency Onsite Personnel

Emergency phone contacts for staff 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.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

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

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

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

Reportable Offenses

A mandated reporter is obligated to report whenever, in their professional capacity or within the scope of their employment, they have knowledge of or observe a child whom they know or reasonably suspect has been the victim of child abuse or neglect (Penal Code 11166).

Responsibility for Reporting

Mandated reporters must take immediate action whenever they have knowledge of or observe suspected child abuse or neglect within their professional capacity or employment scope (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).

- Los Angeles County 800-540-4000 or <https://reportChildAbuseLA.org>
- Orange County 714-940-1000 or 800-207-4464 and [Forms | County of Orange Social Services Agency](#)
- San Diego County 858-560-2191 or 800-344-6000

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).

3. **Confidentiality**

Mandated reporters are assured that the reporting process is confidential, and their identity will be protected. Ensuring the safety of the child is the top priority, and the reporting process is designed to support this goal.

Investigation of Suspected Child Abuse or Neglect by Peace Officers - PC 11174.3

A suspected victim of child abuse or neglect may be interviewed during school hours, on school premises, by a representative of a governmental agency investigating the case, or by the State Department of Social Services when deemed necessary. The investigation is based on a report of suspected child abuse or neglect that occurred within the student's home or out-of-home care facility. The student must be given the option of being interviewed in private or selecting a member of the school staff, whether certificated or classified, to be present at the interview.

The selected staff's role is to provide support to the student and to help the student feel as comfortable as possible; it is not to participate in the interview and discuss the case with the student. The principal or the principal's designee should remind the staff member selected of the staff member's role and the requirement to maintain confidentiality prior to the interview. The staff member selected may decline the request to be present at the interview; however, if the staff member agrees to be present, the interview must take place during school hours.

Releasing a Student to a Peace Officer - EC 48906

When a minor student is released to a peace officer for the purpose of removing the student from the school premises, a school official must take immediate steps to notify the parent or responsible relative of the student of such removal and the place to which the student is being taken.

In the case where the student is being taken into custody as a victim of suspected child abuse, the school official must provide the peace officer with the address and contact information of the student's parent. It is the responsibility of the peace officer to contact the parent.

Procedures for Safe Ingress and Egress from School

Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.

1. **Availability of Maps:** Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.
2. **Visitor Protocol:** Visitors and guests are welcome at the school, but reasonable precautions are taken to safeguard students and staff. Visitors should:
 - Report and sign in at the office.
 - Be provided with a visitor's badge.
 - Be prepared to provide identification to school personnel.
 - Respect school rules.
3. **Exterior Door Management:**
 - School personnel should ensure that all exterior doors are marked with a notice instructing visitors to report to the office first. Exterior doors, except those near the office, should remain locked to control access.

4. Staff Training:
 - School staff should receive training on how to greet visitors, with the first question being "May I help you?" Someone should greet every visitor.
5. Response to Intruders:
 - Any intruder found roaming the building without a visitor's badge or visible identification should be escorted to the office. School personnel in the office can then provide additional information or directions.
6. Progressive Response to Non-Compliance:
 - Visitors who fail to comply with school procedures should verbally be informed of the violation. If non-compliance persists:
 - Notify the office of the situation.
 - Follow the person if possible and continue to give notice of the violation of school rules.
 - Notify the police or call 911.
7. Building-Wide Notification Plan:
 - In case of an intruder(s), the office should activate a building-wide notification plan:
 - Make a PA announcement using predetermined code phrases.
 - Instruct classroom doors to be closed.
 - Advise students to remain in their current areas.

Social Climate: School and Physical Environment

At MPS, we firmly believe that safety and education are a shared responsibility among parents, teachers, and students. Our school's successful operation relies on the cooperation of everyone involved. Each group holds a responsibility to contribute, creating an environment where learning, safety, and play can harmoniously coexist. We uphold the principle that every individual, regardless of color, race, gender, popularity, ability, religion, or nationality, has the right to feel safe, secure, and accepted.

Our vision is shared through the student-parent handbook, a tool that communicates our expectations to students and parents alike. MPS is a reflection of all of us, and our policies are crafted to provide a safe and orderly environment conducive to learning. Our dedicated faculty and staff eagerly anticipate sharing their expertise in academics, special programs, and extracurricular activities.

To make MPS a thriving community, we encourage active participation from students and parents. Explore our programs, activities, and schedule, and become an engaged participant in your education through classes, clubs, and various activities. We recognize that a school environment thrives when governed by clearly defined and implemented rules. To this end, MPS has compiled a comprehensive student-parent handbook, addressing the school's regulations and policies to set a standard for the entire school community.

Effective Communication

Open and effective communication is essential for addressing issues or concerns that may arise with teachers, staff members, or administrators. We encourage both students and parents to approach the person directly involved when faced with a situation of concern.

For Students: If a student encounters a challenge at school, we believe in empowering them to communicate and seek resolution. In cases involving classroom situations or issues with teachers, we recommend the following steps:

1. Talk with the Teacher - The student should be encouraged to express their concerns directly to the teacher. Open dialogue between students and teachers is the foundation for understanding and resolving issues.
2. Talk with an Administrator - If the issue persists or if the student is uncomfortable talking directly to the teacher, the student is encouraged to approach an administrator.
3. Parental Involvement - In instances where the student is reluctant to speak with the teacher or administrator, the parent may accompany the student and facilitate the conversation with the teacher.

It is crucial to demonstrate to children how to actively and constructively solve problems. If a concern is significant enough for a child to discuss, it is equally important for them to learn how to be part of the solution. Encouraging problem-solving skills empowers students to take an active role in creating a positive and solution-oriented school environment.

Parent Concern

Addressing concerns in a timely and effective manner is crucial for fostering a positive school environment. Parents are encouraged to follow these steps when dealing with concerns:

1. **Initiate a Conversation with the Teacher.** In the initial stages of any concern, it is recommended to talk directly with the teacher. Teachers can provide insights into classroom situations from both an adult and professional perspective, often resolving misunderstandings through open communication.
2. **Follow up with the Teacher if Necessary.** If the concern persists after an initial conversation, it is advisable to revisit the issue with the teacher. Open dialogue allows for continued communication and a more in-depth understanding of the situation.
3. **Schedule an Appointment with the Administrator.** If resolution is not achieved at the teacher level, parents are encouraged to make an appointment with the relevant administrator. This step ensures that concerns are elevated to the appropriate authority for further consideration.
4. **MPS Home Office Communication.** If concerns persist even after meeting with the Principal, the parent is encouraged to complete the appropriate form available in the MPS Student-Parent Handbook. The form should include details about the complaint and the steps taken to resolve it. Once completed, contact the MPS Home Office to ensure a thorough and documented review of the matter.
5. **MPS Board Communication.** If necessary, the next level of communication involves reaching out to the MPS Board. Parents may initiate this process by revising the form originally submitted. The MPS Board will consider the matter at its next meeting, providing a transparent and structured approach to addressing concerns. In the event that the Board decides not to hear the complaint, the Superintendent's decision will be considered final.

Communication Channels. Teachers, staff, and administration are accessible through email, phone, in-person meetings, and by appointment. However, due to busy schedules, we request parents to schedule meetings in advance rather than dropping in. This ensures that everyone involved can allocate time for a focused and productive discussion.

Respectful and Constructive Communication. MPS emphasizes the importance of maintaining respectful and constructive communication. Parents are kindly requested not to "drop-in" for appointments and should avoid engaging with teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students Responsibilities

I am aware of my responsibilities and will do my best to satisfy my parents'/teachers' expectations at MPS because this will help me do better in the future. I agree to really try and do the following:

- I will come to school dressed in uniform every day and on time.
- I will be prepared for all my classes with all required materials.
- I will complete class work and homework on time.
- I will do all the homework assigned to me the best way I can and ask for help when needed.
- I will strive consistently to give my best, and to make my best academic progress.
- I will act responsibly and respectfully at all times and towards all members of the school community.
- I will follow all school rules.
- I will obey the School's Code of Conduct.
- I will respect my property, that of others, and that of the School.
- I will take good care of my books, and other materials the School allows me to use.

- I will serve my community.

Parent Responsibilities

I understand that my child's studies are very important and my participation in activities at MPS is a critical component of my child's educational success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will take a positive and active role in supporting my student's education.
- I will make certain my student attends school regularly and on time.
- I will notify school when child is absent and provide appropriate documentation.
- I will ensure that my student follows the school attendance policy and dress codes.
- I will ensure that my child come to school rested, clean, well-fed, and appropriately dressed (in student uniform).
- I will notify office immediately if there is a change of home address or phone number.
- I will set aside a specific time and place for my student to do homework.
- I will support my student in completing homework, including, if necessary, limiting time watching television, computer gaming, and recreational internet use.
- I will allow my student to attend remedial and other programs offered if requested by the school as is needed for individual improvement.
- I will set up a college-bound environment at home and support my student through the college admission and scholarship-finding process.
- I will emphasize my child adheres to the MPS Discipline Code at all times.
- I will enforce the School Code of Conduct with my child, including ensuring my child is wearing the uniform and promoting respect for teachers and all adults and students.
- I will follow through with any problem behaviors noted by the School.
- I will attend orientation meetings prior to the start of School.
- I will communicate regularly with my student's teachers to ensure his/her academic success (includes attending at least two conferences in a school year).
- I will review information and work sent home and/or posted online for parents and students via the school website and the online Student Information System and respond as necessary (computer access is available for parents at School if needed).
- I will review progress reports that are sent by the School and respond as necessary.
- I will encourage positive attitudes toward school.
- I will talk with my student about what he/she is learning.
- I will expect and encourage my student to be focused on learning.
- I will expect and support my student to strive consistently to give his/her best, and to make his/her best academic progress.
- I will assure that my child does not destroy materials (textbooks, equipment, etc.) and/or MPS property.
- I will pay for any damages to materials and/or property incurred by student.
- I will assure that students do not bring destructive materials to school (markers, paint, etc.)
- I will assure that all school materials loaned to students will be returned in the condition issued (textbooks, library books, etc.) I will pay for any lost or damaged books in CASH only.
- I understand that a student's bringing or possession of any weapon is grounds for expulsion from the Charter School.
- I will complete and return all necessary school forms and documents on time as requested by school officials.
- I will try to volunteer at School when requested. (Parents/guardians are not required to volunteer for MPS.)

School Responsibilities

- The School will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State Core Curriculum Content Standards in all content areas through an aligned curriculum and rigorous assessment.
- The School will provide a variety of support programs to enhance instruction at all grade levels.

- The School will send frequent reports to parents on their child's progress.
- The School will hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual student's achievement. Conference dates will be listed on the school calendar and additional dates will be sent through notification by the School.
- The School will grant parents reasonable access to staff by appointment through the office.
- The School will provide parents with the ability to observe classroom activities by appointment through the office.

Building Capacity for Engagement

Infinite Campus

MPS leverages the Infinite Campus online web portal to enhance efficient communication among parents, students, and teachers. Each teacher maintains a dedicated grade book for every class, providing a centralized hub for course-related information. Teachers regularly update and share course materials, homework assignments, projects, and course grade statistics, as well as detailed records of students' performance, including grades on quizzes, tests, class participation, and homework assignments. Access to these resources is secured through confidential passwords, ensuring a private and secure environment for students and parents to stay informed and engaged in their academic journey.

ParentSquare

MPS utilizes ParentSquare, a school-to-home engagement platform, to streamline communication between the school and parents. This dynamic platform facilitates automated messages tailored to individual students, delivering key information directly to parents. Utilizing ParentSquare, MPS communicates essential details such as attendance information, news updates, upcoming events, opportunities for parent and family engagement, surveys, resources for parent education, and more. With seamless integration into Infinite Campus, multilingual translation capabilities spanning over 100 languages, and versatile access through the app, email, text, voice, and web portal, ParentSquare ensures inclusive and equitable communication, fostering strong connections between the school and all families.

Parent Advisory Committee (PAC)

In adherence to the Local Control and Accountability Plan (LCAP), the invaluable input of educational partners—including students, families, staff, and community members—is paramount. To fortify the collaborative relationship among these educational partners and review the LCAP along with its various components crucial to student success, schools will host PAC (Partnership Advisory Committee) meetings. PAC meetings will replace School Site Council (SSC) gatherings, streamlining efforts to enhance meeting effectiveness and efficiency.

Scheduled throughout the school year, PAC meetings will actively engage in:

- Planning, Reviewing, and Enhancing LCAP, Title I, and Part A Programs: The committee will play a pivotal role in evaluating and refining the LCAP, Title I, and Part A programs, ensuring alignment with the overarching goals of the LCAP.
- Primary Oversight of Parent and Family Engagement Policy: PAC will serve as the primary committee responsible for reviewing and shaping the parent and family engagement policy. Additionally, if applicable, the committee will extend its purview to other school program plans, fostering a comprehensive approach to school improvement.

Collaboration between school leadership and PAC will be integral to ensuring active parental involvement in the school improvement process. This strategic shift aims to promote effective communication and collective decision-making for the betterment of our educational community.

Parent Task Force (PTF)

Our Parent Association conducts annual elections to fill key positions including President, Vice President, Treasurer, and Secretary. A consistent 10% of our parents actively participate in monthly Parent-Teacher Fellowship (PTF) meetings, creating a dedicated forum for collaborative efforts. PTF meetings serve as a platform where parents take

the lead, steering discussions and garnering support for ongoing fundraising initiatives, cultural events, and engagement opportunities designed for all families.

Led by elected PTF Committee Officers, chosen by families vested in supporting the success of all students at MPS, these meetings foster an environment of shared interest and collective dedication. Throughout these gatherings, parents collaborate, pooling their experiences and skills to strategically work towards common goals that propel student success. This approach ensures a dynamic partnership between parents and the school community, actively contributing to the holistic development and achievement of our students.

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.

Physical Environment

MPS is dedicated to providing a safe, healthy, and nurturing environment characterized by trust, care, and professionalism. To achieve this, we have implemented a comprehensive set of health, safety, and risk management policies that comply with all applicable state and local laws and regulations. The on-site school administration consistently monitors activities to ensure the safety and security of our students. Parents and students are informed through the MPS Student-Parent Handbook about these policies, covering essential aspects of our commitment to safety.

MPS commitment extends to maintaining a drug-free, alcohol-free, and tobacco-free zone within the school premises, accompanied by a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyberbullying through school-wide assemblies and engaging guest speakers. All staff members are designated mandated reporters for cases of child abuse or violence, further reinforcing our commitment to student well-being.

In preparation for emergencies such as natural disasters and fires, we have developed and communicated emergency safety plans. Each classroom is equipped with these plans, and disaster drills are practiced regularly throughout the year. Our collective efforts create a secure and supportive environment that fosters the academic and personal growth of our students.

Multi-Tiered System of Response to Behavior

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

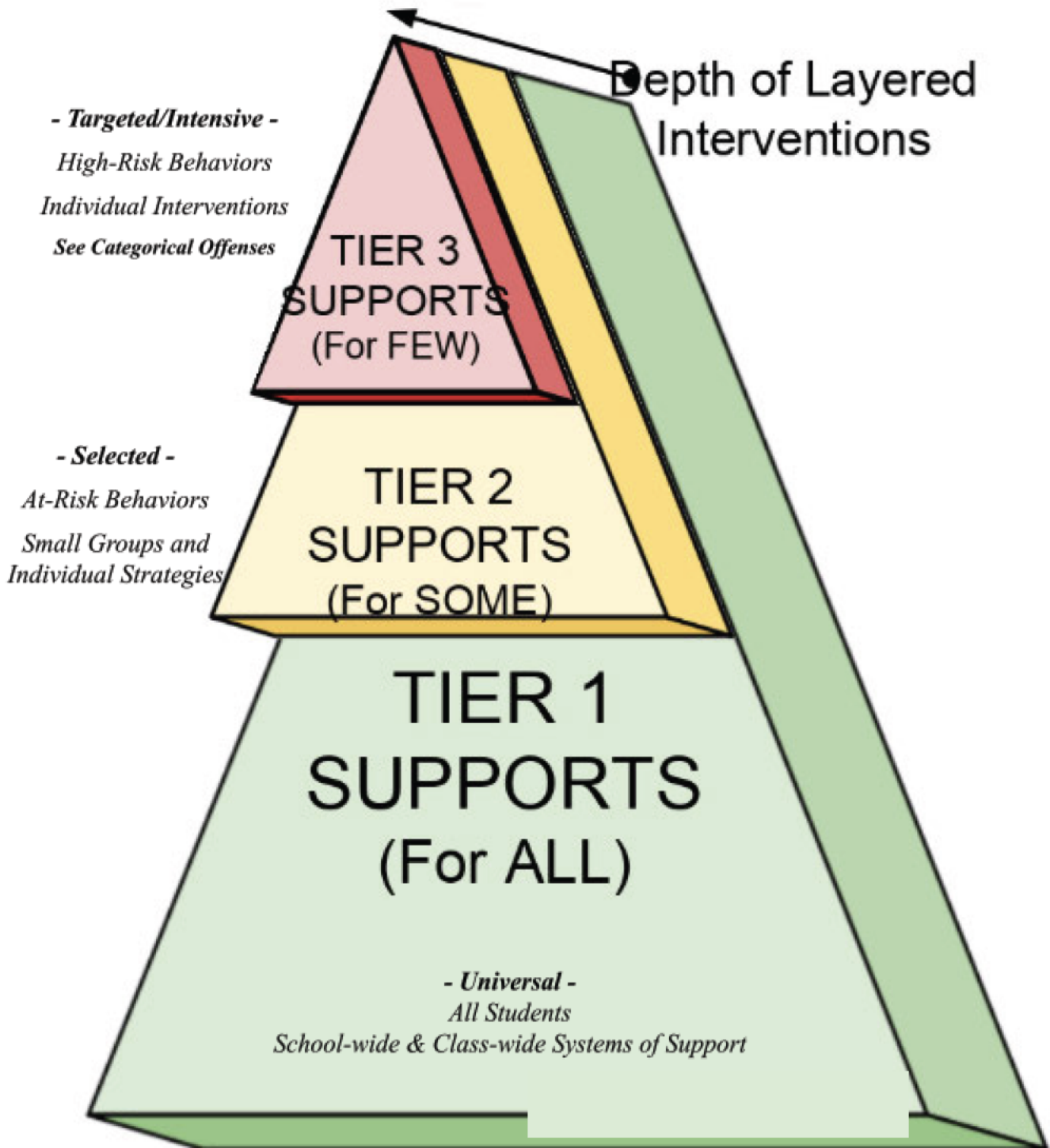
All students at MPS are entitled to the rights guaranteed by the United States Constitution, Bill of Rights, and applicable case law, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each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

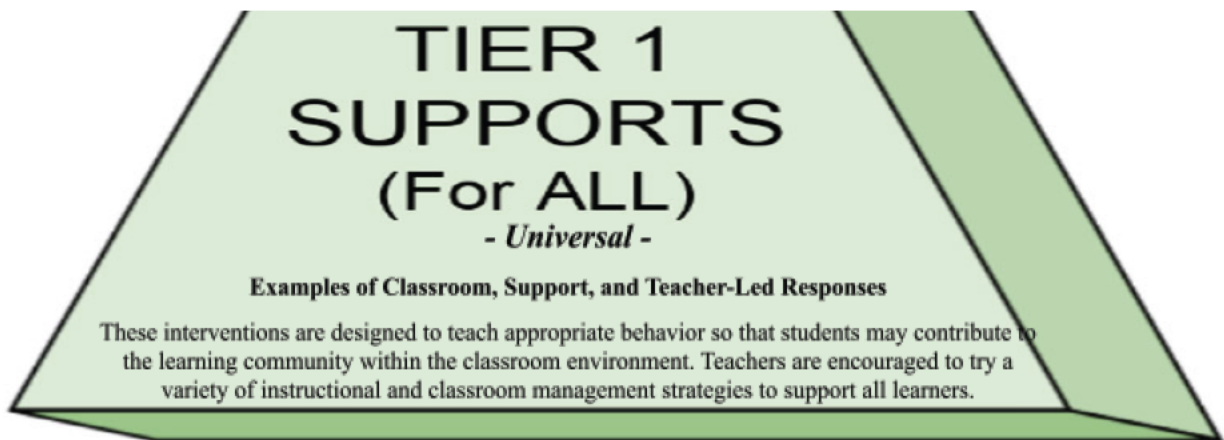
from notification of parents, reflection, to emergency removal from a school activity, suspension, expulsion, and referral to appropriate law enforcement agencies.

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

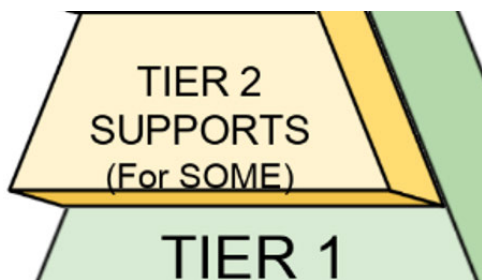
The following charts and tables delineate unacceptable types of behavior in three levels and possible interventions as part of MPS' system of response to behavior.

Multi-Tiered System of Response to Behavior





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

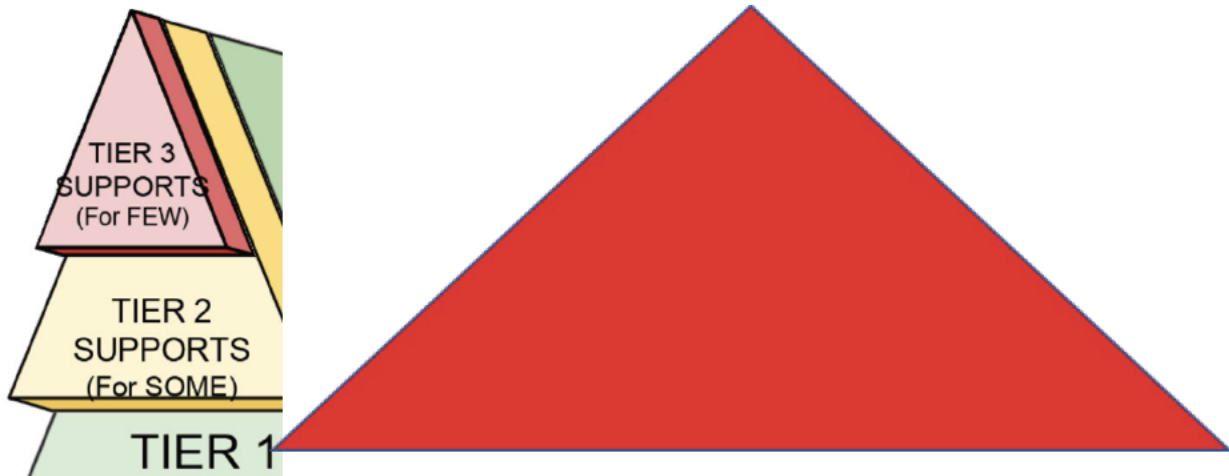


- Selected -

Examples of Support, Removal and Administrative Responses

These responses engage the students' support system to ensure successful learning and to alter conditions that are inappropriate or disruptive.

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



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

Suspension and Expulsion Policy and Procedures

"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

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

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

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

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

including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

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

Positive Behavioral Interventions & Supports (PBIS)

Positive Consequences:

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

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

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

Alternatives to Suspension and/or Expulsion

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

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

Reflection

Reflection will be held on 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.

Grounds for Suspension and Expulsion of Students

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

Enumerated Offenses

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

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is

officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.

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

- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - (d) An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) 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.
- m) 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.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4..

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

The Charter School will use the following definitions:

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

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

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

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

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

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

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

4. Homework Assignments During Suspension

In accordance with Education Code Section 48913.5, upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

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

5. Suspension Appeals

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

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

Authority to Expel

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

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

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

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the

Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

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

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

Special Procedures for Expulsion Hearing Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) calendar days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.
2. MPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness

to the witness stand.

7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

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

Presentation of Evidence

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

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

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

Expulsion Decision

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

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

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

Written Notice to Expel

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

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

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

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

Disciplinary Records

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

Expulsion Appeals

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

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within fifteen (15) working days of receipt of a timely written request for an appeal. *(This timeline supersedes the timeline statement in the charter petition if different.)*

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

Interim Placement

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

MPS shall work with the District for an interim placement or other alternative programs. Should MPS determine after the referral that the student will remain at MPS pending the expulsion hearing based on the best interest of

the student, or if MPS secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, MPS will notify the District of such determination.

Rehabilitation Plans

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

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding the readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

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

Involuntary Removal for Truancy

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

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA/District

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

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as

appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

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

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

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

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

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

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

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

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

others, the parent/guardian or Charter School may request a hearing.

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

5. Special Circumstances

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

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

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

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

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

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

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

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

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

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 above: Suspension and Expulsion Procedures for more information.

Procedures for Notifying Teachers

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

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**, 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.*

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

E.C. 48900

- a(1) Cause, attempted to cause, or threatened to cause physical injury to another person
- a(2) Willfully used force or violence upon the person of another, except in self-defense
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object
- (c) Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant of any kind
- (d) Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation
- (e) Committed or attempted to commit robbery or extortion
- (f) Caused or attempted to cause damage to school or private property
- (g) Stolen or attempted to steal school or private property
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed or unlawful offered, arranged, or negotiated to sell drug paraphernalia
- (k) Disrupted school activities or willfully defied the valid authority of school personnel (Grades 9-12 only)
- (l) Knowingly received stolen school or private property
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (r) Engaged in an act of bullying
- (t) Aided and abetted the infliction or attempted infliction of physical injury or serious bodily injury to another person
- .2 Committed sexual harassment (Grades 4-12 only)
- .3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 only)
- .4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grades 4-12 only)
- .7 Made terroristic threats against school officials or school property, or both

E.C. 48915(a)(1)

- A. Causing serious physical injury to another person, except in self-defense
- B. Possession of a knife or other dangerous object.
- C. Unlawful possession of any controlled substance.
- D. Robbery or extortion.
- E. Assault or battery upon a school employee.

E.C. 48915(c)

- 1. Possessing, selling or otherwise furnishing a firearm.
- 2. Brandishing a knife at another person.
- 3. Unlawfully selling a controlled substance.
- 4. Committing or attempting to commit a sexual assault or committing a sexual battery
- 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

Title IX

Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Magnolia Public School ("MPS" or the "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. MPS school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom MPS does business, or any other individual, student, or volunteer. This Policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. MPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Title IX, Harassment, Intimidation, Discrimination, and Bullying Coordinator ("Coordinator")

CEO & Superintendent
 Magnolia Public Schools
 250 E. 1st St. Ste 1500
 Los Angeles, CA 90012
 (213) 628-3634
 ceo@magnoliapublicschools.org

Definitions - 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

Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. § 106.1 *et seq.*) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by MPS.

MPS is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - o Rape, sexual battery, molestation or attempts to commit these assaults.
 - o 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:
 - o Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - o Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - o Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.

- o Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
- o Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student* or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable student to experience a substantial interference with his or her academic performance.
4. Causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by MPS.

* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and transmission originated on or off the 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:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in MPS’ education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that MPS investigate the allegation of sexual harassment.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute 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.

Bullying and Cyberbullying Prevention Procedures

MPS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

MPS advises students:

1. To never share passwords, personal data, or private photos online.
2. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
3. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
4. To consider how it would feel receiving such comments before making comments about others online.

MPS informs Charter School employees, students, and parents/guardians of MPS’ policies regarding the use of technology in and out of the classroom. MPS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

MPS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. MPS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at MPS and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

MPS’ bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

MPS informs MPS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. Professional Development

MPS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other MPS employees who have regular interaction with students.

MPS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by MPS, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

MPS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for MPS students.

Grievance Procedures

1. Scope of Grievance Procedures

MPS will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the MPS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, MPS will utilize the following grievance procedures in addition to its UCP when applicable.

2. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for

assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634
ceo@magnoliapublicschools.org

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. MPS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

MPS acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

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, and any individual designated as a coordinator, investigator or decision-maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

3. Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to MPS' education program or

activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or MPS' educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. MPS will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of MPS to provide the supportive measures.

4. Investigation and Response

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of MPS, the Coordinator (or administrative designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, to provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations
 - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
 - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
 - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
 - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence;
 - A statement that MPS prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.
- Emergency Removal
 - MPS may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with MPS' policies.
 - MPS may remove a respondent from MPS' education program or activity on an emergency basis, in accordance with MPS' policies, provided that MPS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

- This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.
- Informal Resolution
 - If a formal complaint of sexual harassment is filed, MPS may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If MPS offers such a process, it will do the following:
 - Provide the parties with advance written notice of:
 - The allegations;
 - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
 - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
 - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
 - Obtain the parties' advance voluntary, written consent to the informal resolution process.
 - MPS will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- Investigation Process
 - The decision-maker will not be the same person(s) as the Coordinator or the investigator. MPS shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
 - In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
 - The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
 - The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
 - A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
 - Prior to completion of the investigative report, MPS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
 - The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
- Dismissal of a Formal Complaint of Sexual Harassment
 - If the investigation reveals that the alleged harassment did not occur in MPS' educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed.

However, such a dismissal does not preclude action under another applicable MPS policy.

- MPS may dismiss a formal complaint of sexual harassment if:
 - The complainant provides a written withdrawal of the complaint to the Coordinator;
 - The respondent is no longer employed or enrolled at MPS; or
 - The specific circumstances prevent MPS from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
- If a formal complaint of sexual harassment or any of the claims therein are dismissed, MPS will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- **Determination of Responsibility**
 - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
 - MPS will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
 - The allegations in the formal complaint of sexual harassment;
 - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - The findings of facts supporting the determination;
 - The conclusions about the application of MPS' code of conduct to the facts;
 - The decision and rationale for each allegation;
 - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
 - The procedures and permissible bases for appeals.

5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from MPS or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by MPS in response to a formal complaint of sexual harassment.

6. Right of Appeal

Should the reporting individual find MPS' resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of MPS' decision or resolution, submit a written appeal to the President of the MPS Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and MPS will implement appeal procedures equally for both parties.
- MPS will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

7. Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location. MPS will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

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 MPS Human Services for MPS 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.

MAGNOLIA PUBLIC SCHOOLS

Title IX, Harassment, Intimidation, Discrimination, and Bullying Complaint Form

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

City: _____ Zip Code: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

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

Signature of Complainant

Print Name

Date

To be completed by MPS:

Received by

Date

Follow up Meeting with Complainant held on

Uniform Complaint Policy and Procedures

Uniform Complaint Procedures (UCP) Policies and Procedures

Magnolia Public Schools (“MPS” or “Charter School”) complies with applicable federal and state laws and regulations. MPS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing (“UCP”) for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any MPS program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
 - Accommodations for Pregnant and Parenting Pupils;
 - Adult Education;
 - After School Education and Safety;
 - Career Technical Education;
 - Career Technical and Technical Training;
 - Child Care and Development;
 - Compensatory Education;
 - Consolidated Application;
 - Course Periods without Educational Content;
 - Education of Pupils in Foster Care, Pupils who Are Homeless, Migratory Pupils, former Juvenile Court Pupils now Enrolled in a public school and Children of Military Families;
 - Every Student Succeeds Act;
 - Local Control & Accountability Plans (LCAP)/LCFF;
 - Migrant Education;
 - Physical Education Instructional Minutes;
 - Pupil Fees;
 - Reasonable Accommodations to a Lactating Pupil;
 - Regional Occupational Centers and Programs;
 - School Plans for School Achievement;
 - School Safety Plans;
 - Schoolsite Councils.
3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. “Educational activity” means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

- b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
- i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
 - ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
- c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.
- d. If MPS finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, MPS shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by MPS to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.
- e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or MPS and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If MPS adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153. MPS acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. MPS cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, MPS will attempt to do so as appropriate. MPS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or

proceedings, as determined by the CEO, MPS campus Principal, or designee on a case-by-case basis. MPS shall ensure that complainants are protected from retaliation.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure MPS' compliance with law:

CEO and Superintendent
Magnolia Public Schools
250 E. 1st St STE 1500
Los Angeles, CA 90012
(213) 628-3634

Upon receipt of a complaint, the CEO will appropriately assign to the Principal of the MPS campus attended by the complainant. That Principal and/or designee shall investigate the complaint, with oversight by the CEO.

The CEO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CEO or designee.

Should a complaint be filed against the CEO, the compliance officer for that case shall be the President of the MPS Board of Directors.

Notifications

The CEO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy will be made available on MPS' website.

MPS shall annually provide written notification of MPS' UCP to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in MPS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that MPS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that MPS is operating pursuant to Title 22 licensing requirements.
3. A statement that MPS is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal MPS' decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of MPS' decision, except if MPS has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals MPS' decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended

by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

9. A statement that if MPS finds merit in a UCP complaint, or the CDE finds merit in an appeal, MPS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.
11. A statement that copies of MPS' UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that MPS has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CEO, Principal, or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CEO, Principal, or designee shall be made in writing. The period for filing may be extended by the CEO, Principal, or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The CEO, Principal, or designee shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the MPS Board of Directors approved the LCAP or the annual update was adopted by MPS.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, MPS staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process. Before initiating the mediation of an unlawful discrimination, harassment,

intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint. The use of mediation shall not extend MPS' timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

MPS' refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision

MPS shall issue an investigation report (the "Decision") based on the evidence. MPS' Decision shall be in writing and sent to the complainant within sixty (60) calendar days of MPS' receipt unless the timeframe is extended with the written agreement of the complainant. MPS' Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether MPS is in compliance with the relevant law.
3. Corrective actions, if MPS finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal MPS' Decision within thirty (30) calendar days to the CDE, except when MPS has used its UCP to address a complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of MPS' expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with MPS and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. MPS failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, MPS's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in MPS' Decision are not supported by substantial evidence.
4. The legal conclusion in MPS' Decision is inconsistent with the law.
5. In a case in which MPS' Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Principal or designee, under oversight by the CEO, shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of MPS' complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to MPS for resolution as a new complaint. If the CDE notifies MPS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, MPS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court. The CDE may directly intervene in the complaint without waiting for action by MPS when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, MPS has not taken action within sixty (60) calendar days of the date the complaint was filed with MPS.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of MPS' complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if MPS has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

MAGNOLIA PUBLIC SCHOOLS
General Complaint Procedures Form

Last Name: _____ First Name/MI: _____

(if applicable) Student Name: _____ Grade: _____ Date of Birth: _____

Street _____ Address/Apt. _____ #:

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. Yes No

Signature

Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

General Complaint Procedures

The ultimate purpose of this general complaint procedure is to encourage the growth and development of MPS as a healthy community. Conflict is often a part of any development or growth process and may arise in any community. An effective process for resolving conflict is therefore both consistent with the vision and mission of MPS, and an essential component of the communication model that our School has adopted.

MPS recognizes that effective communication is paramount in effective conflict resolution and therefore strongly encourages communication strategies that include: Taking personal responsibility for one's own feelings and needs; communication that mutually acknowledges the needs and concerns of one another; and demonstrating honesty and integrity in every interaction.

LEVEL 1: Direct Resolution

If reasonably possible, general complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the person directly using conflict resolution skills without the intervention of a supervisor or other School administrator. It is the hope of MPS that most disputes can be resolved informally by direct and healthy communication between individuals. Such attempts at informal resolution should be documented in writing to assist the Principal (or CEO & Superintendent) and/or Board of Directors to participate effectively in the conflict's resolution.

Examples:

- Pedagogical issues pertaining to anything that occurs in the classroom, i.e., teaching, curriculum, classroom management, or teacher-student relationships, should be addressed directly with the class teacher. Teachers can be contacted by email, written note or via appointment.
- Complaints/concerns about employees or supervisors that do not involve complaints of discrimination or harassment or violations of law should be first addressed with the employee or supervisor directly. If the person(s) involved are unable to resolve the conflict or complaint, the complainant should contact the immediate/appropriate supervisor in an effort to resolve the issue.

LEVEL 2: School Level Resolution

At this step, the complainant should be prepared to give details about the complaint and steps taken to resolve it. The immediate/appropriate supervisor will acknowledge receipt of the complaint in **three (3)** working days, investigate the complaint, a process which normally involves a discussion with the complainant, gathering of relevant facts and evidence, and respond to the complainant within **ten (10)** working days.

Examples:

- Pedagogical, academic or teacher related issues should be addressed with the Dean of Academics/Assistant Principal.
- Student behavior and discipline issues should be addressed with the Dean of Students/Assistant Principal.
- All other issues should be addressed with the Principal.

If the complainant is not satisfied with the response from the immediate/appropriate supervisor, e.g., Dean of Academics/Students or Assistant Principal or the complaint should be directly addressed with the Principal, the complainant should contact the Principal, who will respond within the same timeline. If the complainant is still dissatisfied, and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the CEO & Superintendent of MPS in an effort to resolve the issue.

LEVEL 3: MPS Home Office ("Home Office") Level Resolution

At this step, the complainant should fill out the attached "**General Complaint Procedures Form**" giving details about the complaint and steps taken to resolve it, and contact the CEO & Superintendent of MPS at:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

The CEO & Superintendent (designee) will acknowledge receipt of the written complaint in **five (5)** working days, attempt to identify a resolution that is acceptable to both parties, within **fifteen (15)** working days of the receipt of the written complaint.

If the complainant is not satisfied with the response from the CEO & Superintendent (designee), and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the MPS Board of Directors (“the Board.”)

LEVEL 4: Board Level Resolution*

At this step, the complainant can file a written complaint with the Board through the Administrative Assistant at the MPS Home Office. *(Same contact information as in Level 3)* The complainant should update the “General Complaint Procedures Form” that was used in Level 3. The Administrative Assistant will acknowledge receipt of the written complaint in **five (5)** working days. The Board may consider the matter at its next regular Board meeting or at a special board meeting convened in order to meet the internal 60-day target within which MPS strives to answer the complaint. The Board may decide not to hear the complaint, in which case the CEO & Superintendent’s decision will be final. If the Board hears the complaint, the Administrative Assistant will send the Board’s decision to the complainant within **sixty (60)** days of the School’s initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. The decision of the Board shall be final.

* For MSA-San Diego, MSA-San Diego Governance Committee will work with the Principal and the Home Office in following the General Complaint Procedures to resolve internal complaints and conflicts before they escalate to the MPS Board level.

The complainant has a right to appeal the Board’s decision to the California Department of Education (CDE). In that case, the complainant needs to fill out a “**Uniform Complaint Procedure Form**” - provided in this handbook – and file it within **fifteen (15)** days of receiving the decision. The appeal must include a copy of the complaint filed with the School and a copy of the Board’s decision. The appeal should be sent to:

California Department of Education
1430 N Street
Sacramento, CA 95814

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: _____ First Name/MI: _____

(if applicable) Student Name: _____ Grade: _____ Date of Birth: _____

Street _____ Address/Apt. _____ #:

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. Yes No

Signature

Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

Professional Boundaries: Staff/Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with

students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee 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.

Examples of Specific Behaviors - Unacceptable Staff/Student Behavior (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.
- 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.

Unacceptable Staff/Student Behavior 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 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.

Dress Code/Uniforms

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

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

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

A Free MPS Uniform Set

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

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

Religious Head Coverings

Religious head coverings shall be permitted.

Free Dress & Theme Dress Days Code

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

- On free dress days, clothing must be in good taste and appropriate for school. Clothing should not be inappropriately tight, revealing, or transparent.
- The school's dress code is strictly enforced during free dress days as well. All students must follow the same guidelines with the exception of not wearing their uniform.

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

MPS Student Uniform Policy

B O T T O M	<ul style="list-style-type: none"> ● Pants, shorts, skirts, skorts, or capris are acceptable. ● Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue. <p><u>Belts</u> <i>(required for all variations of dress uniform)</i></p> <ul style="list-style-type: none"> ● Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal). ● The buckle may only have one catch. ● Belt must be of correct waist size, so that there is minimal excess length (less than five inches). ● Any excess length of belt must be tucked through a belt loop and may not hang down. 	<p><u>Pants/Skirts/Skorts/Shorts</u></p> <ul style="list-style-type: none"> ● May not be baggy or inappropriately tight. May not be rolled at waist. Top of garment must be at or above hip bone. ● Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides. ● Skirts that are above the top of the kneecap should be worn with leggings/tights and must be no shorter than the longest fingertip. ● Pants may not be made from legging or jegging material. ● Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle. Socks may not be worn over pants. ● Rubber bands are not allowed on the bottom of pants or ankles. ● No jean/denim style pants ● No Cargo pants/shorts. ● Must have a built-in pocket not a sewn-on pocket.
T O P	<ul style="list-style-type: none"> ● White, gray, black or navy-blue polo or woven shirts must have the school logo. They may be either short or long sleeved. ● Hoods may not be worn at school. ● Top of garment must be at or above hipbone when student is standing up. 	<p><u>Undergarments</u></p> <p>All undergarments, including bras, boxer shorts, etc., should not be visible</p> <p><u>Other Guidelines</u></p> <ul style="list-style-type: none"> ● Woven shirt or polo shirt must be tucked in neatly at the waist at all times. These shirts may not be inappropriately tight or baggy. ● Undershirts must be short-sleeved if worn. ● The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned. ● Under shirt may not hang out of sleeves.

F O O T W E A R	<ul style="list-style-type: none"> For all footwear including “athletic” footwear, the majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.) Plain, unadorned socks must always be worn, tights are also acceptable. Color of the socks or tights: Solid black, dark brown, navy blue or white. No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels. 	<p>Shoes</p> <ul style="list-style-type: none"> Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoelaces must match shoes and be in solid color. <p>Jewelry and Accessories/Cosmetics</p> <ul style="list-style-type: none"> 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 undue attention. Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school. Cosmetics must be appropriate for school and not attract undue attention. <ul style="list-style-type: none"> No brightly colored or glitter eye shadow, or blush. Mascara and eyeliner should be minimal. Lipstick should be a natural color. Earrings must be studs or one (1) inch hoops and worn on earlobe.
P E U N I F O R M	<ul style="list-style-type: none"> Top: Students will wear a solid gray t-shirt, preferably with the MPS logo. Solid white, gray, black, or navy blue sweatshirts with or without the MPS logo may also be worn during PE. Bottom: Properly fitting navy shorts. Waist size of shorts must be appropriate to student’s waist size (i.e. not inappropriately tight or baggy). Shorts should be no shorter than your longest finger when standing with your hands by your sides Footwear: Any athletic shoes suitable for basketball, tennis, and field sports. The majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.) 	
O U T E R W E A R	<ul style="list-style-type: none"> Hats, hoods, caps, and other headgear may not be worn in school buildings, except for purposes of religious observance. No gloves or finger lacing of any sort are allowed. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue. <p>For colder weather</p> <ul style="list-style-type: none"> Crew-neck and zip v-neck sweatshirt and jackets are permitted, with or without the MPS logo. Sweatshirts and jackets must be solid white, gray, black, or navy-blue. 	

Notes

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

RESPONSE

Disaster Response Procedures

The purpose of these procedures is designed to offer clear guidance and instructions for safety and emergency preparedness, aimed at safeguarding the well-being of both students and staff during critical situations. The subsequent sections outline specific procedures tailored to various emergency scenarios.

1. Ensuring the safety and welfare of students and staff.
2. Facilitating a secure and coordinated response to diverse emergency situations.
3. Safeguarding the school's facilities and property.
4. Efficiently restoring normal conditions with minimal confusion in the shortest time possible.
5. Establishing a seamless 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 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 Response Team and coordinate response as needed, particularly in the area of mental health support. In the event of the following scenarios, the principal or designee will communicate with stakeholders using the school's mass communication system.

Fire

In the event of a fire at our school, the following procedures will be promptly implemented:

- **Discovery of Fire:** Upon discovering a fire, teachers or staff members will immediately guide all occupants out of the building, activate the fire alarm, and promptly report the incident to the school administrator.
- **Incident Command and Evacuation:** The principal or designee will assume the role of the Incident Commander and initiate the Evacuate Building action. Staff and students will follow prescribed or safe routes to evacuate buildings, assembling at designated Assembly Areas.
- **Emergency Services Notification:** The school principal or designee will contact 911, providing precise details about the fire's location (e.g., building, room, area).
- **Evacuation Accountability:** During an evacuation, teachers will carry student rosters and any necessary emergency supplies, taking attendance at the Assembly Area to ensure accountability for all students. Special attention will be given to students with cognitive disabilities to ensure their understanding of directions. Teachers will promptly inform the Assembly Area Team of any missing students.
- **Security Measures:** The administrative team will secure the affected area to prevent unauthorized entry and maintain clear access roads for emergency vehicles.
- **Utilities and Post-Incident Actions:** The administrative team will notify the relevant utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- **Parent Communication:** The principal or designee will communicate with and update parents promptly via ParentSquare, ensuring transparent and timely information dissemination.

These procedures are designed to prioritize the safety and well-being of all occupants. Regular training and drills will reinforce these protocols, promoting a swift and coordinated response during an actual emergency.

Lockdown

This protocol is enacted in response to identified or directed threats of violence or gunfire by law enforcement, aiming to prevent perpetrators from entering any occupied campus areas. The purpose of a lockdown is to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the school's security.

Lockdown Procedures:

- **Initiating Lockdown:** Lockdown is declared when the threat of violence or gunfire is identified. All personnel must adhere to this protocol to ensure the safety of everyone on campus.
- **Secure Classrooms or Designated Safe Locations:** During Lockdown, students are required to remain in locked classrooms or designated safe locations. It is imperative to keep classroom doors locked at all times.
- **Immediate Actions for Classes:** Upon receiving the lockdown announcement:
 - Classes will remain in their rooms.
 - Redirect any students in hallways or outdoors into the nearest locked classroom.
 - Physical education classes will relocate to secure areas such as the gym, auditorium, or multi-purpose room.
- **Safety Measures within Classrooms:** Once in the secured location:
 - Move students to the most protected areas in the room and lock the door.
 - Instruct students to face away from windows, keeping their backs toward windows.
 - Close and lock all doors and windows.
 - If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
- **Lights and Power:** Turn off lights, power equipment, appliances, and ensure cell phones are on silent mode. Maintain silence in the room to avoid detection.
- **Attendance and Student Accountability:** Take and report attendance as feasible. Teachers must account for any students with cognitive disabilities who may require additional assistance or may not have fully understood the directions.
- **Remain in Secured Locations:** All personnel must remain in the secured room until further instructions are received from official sources.

This Lockdown Procedure is designed to prioritize the safety of all individuals on campus. Regular drills and ongoing training will familiarize staff and students with these protocols, ensuring a swift and coordinated response during an actual emergency.

Medical Emergency

Medical emergencies or accidents may occur unexpectedly, involving students or employees. Depending on the severity, some incidents may only require first aid, while others demand immediate medical attention. In any uncertainty, prioritize caution and promptly dial 911.

- **Emergency Reporting:** In the event of a medical emergency involving a student or employee, immediately report the incident to the School Principal or designated personnel. Dial 911 or instruct someone to do so. When reporting, provide the following essential information:
 - School name and phone number.
 - Building address, along with the nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
 - Nature of the emergency.
 Stay on the line until advised to disconnect by the dispatcher.
- **School Notification:** Notify the school office about the injured individual and the initiation of an ambulance call. Request the dispatch of a first aid/CPR-trained employee to assist the victim.
- **Assistance and Victim Care:** Maintain composure during the emergency. Keep the victim warm with a coat or blanket.

- Avoid moving the victim unless there is a risk of further injury. Refrain from offering any food or drink to the victim.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Administration of Naloxone (Narcan)

Provide emergency Naloxone (Narcan) or another opioid antagonist to trained school personnel, with designated volunteers receiving initial and annual refresher training for the storage and emergency use of these medications. Responding to medical emergencies, particularly opioid overdoses, and the safe administration of Naloxone within the school environment. This plan aims to ensure the well-being of students and staff and to provide timely and effective intervention in the event of an opioid-related emergency.

Identification of Potential Overdose Cases:

- Training is provided to school staff, including teachers, administrators, and support staff, on recognizing the signs of opioid overdose, such as respiratory distress, unconsciousness, or pinpoint pupils.

Naloxone Training:

- The school designates key personnel, such as school nurses and selected staff members, to undergo specialized training in the administration of Naloxone.
- Training includes recognizing signs of overdose, proper administration techniques, and post-administration procedures.

Emergency Response Protocol, in the event of a suspected opioid overdose

- Maintain accessible and strategically located Naloxone kits within the school, particularly in areas where medical emergencies are more likely to occur.
- Trained personnel authorized to administer Naloxone during emergencies, and trained to follow the outlined step-by-step process for administering Naloxone, emphasizing proper dosage, injection techniques, and post-administration monitoring.
- After administration of Naloxone, staff shall immediately call emergency services (911) to report the incident and request urgent medical assistance
- Establish a post-administration monitoring procedure to ensure the individual's vital signs are stable. If necessary, continue to provide supportive care until emergency medical services arrive.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Administration Procedure

This Medical Emergency Protocol is designed to ensure swift and organized responses in times of need. Regular training and drills will familiarize staff with these procedures, promoting a safe and supportive environment within our school community.

Earthquakes

Earthquakes can occur without warning, often followed by aftershocks that may persist for weeks or months. The impact on buildings varies, making it crucial to remain calm and act promptly during and after the shaking.

- Stay Calm and Assess: Keep calm during the shaking and remain in your current location. Assess the situation before taking action. Remember, injuries often result from flying or falling debris.
- Drop, Cover, and Hold On: Upon the first indication of an earthquake, teachers should instruct students to Drop, Cover, and Hold On.
- Move to Safety: Move away from windows and overhead hazards to avoid glass and falling objects.
- Students with Disabilities: Students with disabilities preventing them from seeking protection under furniture should:

- Move away from unsecured items in the room.
- Go to a structural corner away from cabinets, shelves, and windows.
- Lock wheelchair wheels and protect their head and neck with their hands.

After the Earthquake

- Incident Commander Activation: When the shaking stops, the principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation Procedures: Staff and students will evacuate using prescribed or safe routes to the Assembly Area.
- Attendance and Student Accountability: Teachers will bring their student roster and emergency supplies, taking attendance at the Assembly Area. Special attention will be given to students with cognitive disabilities.
- Missing Students Notification: Teachers will notify the Assembly Area Team of missing students or any student left behind.
- Security Measures: The administrative team will secure the area to prevent unauthorized entry and ensure clear access roads for emergency vehicles.
- Utilities and All Clear: Notify the appropriate utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will notify and update parents promptly via ParentSquare.

This Earthquake Response Protocol is designed for the safety and well-being of all individuals on campus. Regular drills and training will reinforce these procedures, fostering a resilient and prepared school community.

Assaults

Assaults, involving acts of striking or inflicting injury on a person, are considered serious matters, demanding immediate attention and appropriate action. Any threat or assault on students or employees requires prompt reporting to the School Principal or designated personnel. The decision to involve law enforcement officials will be determined by the School Principal or designee.

General Reporting Steps:

- Immediate Reporting: Report any threat or assault on students or employees promptly to the School Principal or designee.
- Law Enforcement Notification: The School Principal or designee will assess the severity and decide whether law enforcement officials should be notified.

In Case of Serious Assault:

- Emergency Services: Dial 911 immediately.
- Seek Medical Attention: Seek first aid or medical attention for any injuries sustained during the assault, if indicated.
- Document Injuries: Have photographs taken of any injuries as part of the documentation process.
- Assailant Description: Write down a detailed physical description of the assailant as soon as possible after the incident, including sex, age, height, weight, race, clothing, and any weapon used.
- Witness Information: Obtain names and telephone numbers of any witnesses present during the assault.
- Incident Report: Draft an incident report detailing the circumstances of the assault.
- Submission to School Principal: Submit the incident report to the School Principal or designee for review.
- Law Enforcement Involvement: The School Principal or designee will submit an incident report to local law enforcement if the assault is deemed serious.

This Assault Incident Protocol is designed to ensure a swift and comprehensive response to any assault situation. Regular training and awareness programs will support the school community in understanding and implementing these procedures effectively.

Biochemical/Hazardous Materials

A biological or chemical release involves the discharge of substances in solid, liquid, or gaseous states, with potential incidents ranging from chemical spills in school laboratories to hazardous material incidents adjacent to the school. Early detection and swift response are essential to ensure the safety of students and staff.

Indicators of Release:

- Multiple victims with symptoms such as watery eyes, twitching, choking, loss of coordination, trouble breathing.
- Presence of distressed animals or dead birds.

Response Procedures:

- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation and Isolation: Staff and students will use designated routes to the Assembly Area, upwind of the affected area. Those exposed to contaminants should be isolated from the rest of the school population.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details and the nature of the emergency.
- Area Isolation and Access Restriction: The administrative team, under the Incident Commander's instructions, will isolate and restrict access to potentially contaminated areas.
- Ventilation and Air Handling Measures: The Security/Utilities Team will turn off local fans, close windows and doors, and shut down the building's air handling system.
- Parent Communication: The principal or designee will promptly notify and update parents via ParentSquare.
- Decontamination and Triage: Individuals in direct contact with hazardous substances should wash affected areas with soap and water. Outer clothing layers, potentially contaminated, should be removed and contained. The Triage Team will evaluate and monitor exposed individuals.
- Assembly Area Team Responsibilities: Prepare a list of all people in the affected or contaminated area, specifying those with actual contact. Provide the list to the Incident Commander and emergency responders.
- Crisis Team Activation: The Crisis Response Team will convene on-site, initiating counseling and recovery processes.
- Area Reopening: Affected areas will not reopen until clearance is provided by the appropriate agency, such as Los Angeles County HazMat, and the Incident Commander authorizes it.
- All Clear Activation: Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

These protocols ensure a comprehensive and coordinated response to biochemical/hazardous material incidents, prioritizing the safety and well-being of the school community. Regular drills and training will enhance preparedness and awareness.

Disorderly Conduct

Disorderly conduct, whether exhibited by a student, staff member, or visitor, can pose a threat to the safety and well-being of the school community. The following protocols are established to ensure a measured and effective response:

- Immediate Action: Upon witnessing disorderly conduct, staff should take immediate steps to calm and control the situation, prioritizing the safety of all individuals involved. If safe to do so, attempts should be made to isolate the perpetrator from other students and staff.
- Witness Statements: Witnesses are encouraged to provide written statements detailing the incident for follow-up by the school administrator and/or law enforcement agency.

- Notification to Principal: Staff witnessing disorderly conduct should promptly notify the principal or designee.
- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating appropriate emergency functions such as Lockdown, Evacuate Building, or Off-site Relocation.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details (e.g., building, room, area) of the incident.
- Immediate Threat Response: If an immediate threat is not evident, the Incident Commander or designated staff may attempt to defuse the situation. Approach the individual in a calm, nonconfrontational manner and request they leave the campus, avoiding hostile situations.
- Family Notification (if applicable): In the case of a student involved, every effort should be made to notify the family, as they may provide valuable insights on handling the situation.
- Parent Communication: The Incident Commander will promptly notify and update parents via ParentSquare, as necessary.
- Threat Assessment/Management Team Activation: The Incident Commander and team will assess whether activating the threat assessment/management team (Crisis Response Team) is warranted.
- All Clear Activation: Once the incident concludes, and the campus is determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are designed to address disorderly conduct swiftly and efficiently, prioritizing the safety of the school community and providing necessary support and communication channels. Regular training and drills will enhance preparedness and response capabilities.

Vandalism

In the event of school vandalism, the following procedures are to be adhered to for a comprehensive and effective response:

- Notification of School Authority: Promptly notify the school principal or designee of the vandalism incident.
- Building and Grounds Personnel Notification: Notify building and grounds maintenance personnel to assess and address the immediate physical impact.
- Assessment of Severity: The School Principal, or designee, will assess the seriousness of the situation, gauging the level of assistance required, which may involve engaging local law enforcement.
- Identification of Perpetrators: If possible, attempt to identify the individuals involved in the act of vandalism.
- Witness Interviews and Statements: Conduct interviews with witnesses and obtain written statements detailing the incident.
- Documentation Process: Document the incident promptly, preparing an incident report that includes any witness statements. Submit this report to the School Principal or designee.
- Parent/Guardian Notification: Notify parents or legal guardians of the affected students about the vandalism incident.
- Disciplinary Measures: Determine appropriate disciplinary measures in response to the act of vandalism.
- Restitution Assessment: Evaluate any monetary restitution issues arising from the vandalism and determine the applicable amounts.

These procedures are established to ensure a systematic response to vandalism incidents, address immediate concerns, identify responsible parties, and implement appropriate disciplinary and restitution measures. Regular communication with parents and legal guardians is crucial for maintaining transparency and fostering a sense of responsibility within the school community.

Loss or Failure of Utilities

In the event of a utility failure, encompassing the loss of water, power, or other essential utilities on school grounds, the following comprehensive procedures are to be followed:

- **Immediate Action for Broken Utility Lines:** In the case of a broken water or electrical line, make an immediate effort to shut off water or power to the affected area. Simultaneously, notify the school administrator without delay.
- **Incident Commander Designation:** Upon receiving notification of a utility loss, the principal or designee assumes the role of Incident Commander. The Incident Commander will initiate appropriate emergency functions, including potential actions like Shelter in Place or Evacuate Building.
- **Communication with MPS General Counsel & Facilities Department:** The Incident Commander, during business hours, will promptly notify the MPS General Counsel & Facilities Department, specifying the location and nature of the emergency. The preferred vendor list may be engaged based on the Incident Commander's discretion.
- **Utility Company Coordination:** MPS General Counsel & Facilities Department personnel, collaborating with the Incident Commander, will contact the affected utility company. This communication aims to ascertain the necessity of their assistance, recommended actions, and the anticipated duration of the service interruption.
- **Evacuation Procedures:** If the Evacuate Building action is warranted, teachers will evacuate with student rosters and essential classroom emergency supplies. Attendance will be taken in a safe location. Special consideration will be given to students with cognitive disabilities.
- **Parent Notification via ParentSquare:** The Incident Commander will inform and update parents promptly through ParentSquare.
- **Utilization of Emergency Supplies:** School emergency supplies will be deployed as needed to compensate for the utility loss.
- **All Clear Action:** Once the incident is concluded, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- **Specific Concern Protocols:** In addition to the outlined procedures, the Incident Commander will implement specific protocols tailored to the nature of the utility concern (e.g., loss of water supply, power outage).

These procedures are established to ensure a swift, organized, and effective response to utility failures, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Bomb Threat/Suspicious Package

In response to the discovery of a suspicious package on campus grounds or the receipt of a threatening phone call indicating a potential explosion risk, the following procedures are implemented:

Response to Threatening Phone Calls:

- **Immediate Action:** The call taker aims to keep the caller on the line while alerting someone else to call 911. Simultaneously, the staff member calling 911 provides essential information to the operator:
 - Nature of threat on the phone line
 - School name
 - Phone number of the line receiving the threat
 - Name and contact information of the staff member
- **Informing the Principal:** The person answering the threat call informs the principal immediately and gathers and records information about the call, addressing bomb threat questions such as location, timing, appearance, motive, and contact details.
- **Voice Analysis and Background Evaluation:** Questions are complemented by evaluating the caller's voice and background noise for characteristics such as gender, age, accent, speech clarity, and background environment.
- **Incident Commander Designation:** The principal or designee assumes the role of the Incident Commander, advising the school. Law enforcement may instruct the school to wait for officers to arrive and conduct an

investigation. The Incident Commander, in consultation with law enforcement, determines appropriate emergency functions, such as Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.

Discovery of Suspicious Packages or Objects:

- Cell Phone and Radio Precautions: If unusual or suspicious packages, boxes, or foreign objects are discovered, all cell phones and hand-held radios are turned off to prevent potential triggering by radio frequencies.
- Object Discovery Protocol: Report the discovery to the Incident Commander while securing the immediate area without touching or disturbing the object. No attempt should be made to investigate or examine a suspicious object.
- Parent Notification via ParentSquare: The Incident Commander notifies and updates parents through ParentSquare.

Evacuation Procedures:

- Incident Commander's Decision: The Incident Commander, consulting with law enforcement, may alter emergency functions based on the situation. In case of a confirmed threat or bomb discovery, the Evacuate Building action is issued.
- Safe Evacuation: Staff and students evacuate using safe routes to the Assembly Area.
- Attendance and Missing Students: Teachers bring student rosters, take attendance at the Assembly Area, and account for students. Special consideration is given to students with cognitive disabilities. Teachers notify the Assembly Area Team of missing students.

Post-Incident Actions:

- Crisis Response Team: The Crisis Response Team convenes on-site for counseling and recovery.
- Inspection and All Clear: School activities do not resume until proper authorities inspect affected buildings and declare them safe. The Incident Commander initiates the All Clear action after the incident concludes.
- Off-Site Relocation: The Incident Commander may initiate an off-site relocation if conditions warrant.
- Incident Report: Following the incident, the Incident Commander completes a comprehensive bomb threat report for analysis and reflection.

These procedures are established to ensure a swift, organized, and effective response to bomb threats and suspicious packages, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Explosions/Risk of Explosions

In the unfortunate event of an explosion or the risk of explosion at the school, the following procedures should be followed:

- Initiate Drop, Cover, and Hold On: In the event of an explosion, all individuals should immediately initiate the Drop, Cover, and Hold On protocol.
- Incident Commander and Emergency Services: The principal or designee becomes the Incident Commander and promptly calls 911 to provide precise details of the emergency, including the location (e.g., building, room, area) and the nature of the incident.
- Consultation and Emergency Functions: The Incident Commander will consult with available law enforcement and, considering the potential for another imminent explosion, determine appropriate emergency functions. Actions may include Shelter in Place, Evacuate Building, or Relocation. Evacuation may be required in some buildings on campus, with others serving as shelters.
- Evacuation Procedures: In the event of an evacuation, staff and students will use prescribed routes or other safe routes to proceed to the Assembly Area.
- Attendance and Notifications: During evacuation, teachers will bring the student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are responsible for accounting for students with cognitive disabilities who may not have understood the directions, and they will notify the Assembly Area Team of missing students. The Incident Commander will promptly notify and update parents via ParentSquare.

- Medical Assistance: The Triage Team will promptly check for injuries and provide appropriate medical assistance.
- Utilities and Building Security: The Incident Commander will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities. The administrative team will secure the building entrance to prevent unauthorized persons from entering the school buildings.
- Search and Rescue Activities: If it is determined safe to enter affected areas, the Incident Commander will direct the administrative team to initiate search and rescue activities.
- Reopening and Clearance: Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or the appropriate agency provides clearance, and the Incident Commander authorizes such action.
- Relocation Procedures: The Incident Commander may initiate a Relocation if conditions warrant such a decision.
- All Clear and Conclusion: Once the incident has concluded, and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are established to ensure a swift, organized, and effective response to explosions or the risk of explosions at school, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Fighting or Riots

When dealing with a fight or the potential escalation to a riot, school staff should adhere to the following guidelines:

Fighting:

- Communication and Assistance: Utilize radio units or cell phones for communication. If not feasible, send a reliable student to the office to seek assistance. Speak loudly, demanding an immediate cessation of the behavior.
- Collaboration and Intervention: Seek assistance from other teachers to address the situation. If students begin to gather, work swiftly to disperse them.
- Identification and Intervention: Call out the names of involved students, if known, and inform them of their identification. For serious fights, especially those involving weapons, seek additional help from law enforcement personnel.
- Separation and De-escalation: Attempt to separate involved students using an assertive tone. Consider age, size, and personal safety before intervening physically. If successful in separating students, avoid further confrontational behavior. Allow students time to talk in a calm setting to gradually change the climate of the situation.

Riots:

- Prevention and Sensitivity: Encourage teachers and staff to be sensitive to the emotional climate and defuse tensions before problems escalate.
- Law Enforcement and Assessment: Notify local law enforcement of the disturbance and convene at a pre-designated site to evaluate the situation.
- Emergency Response Plans: Have a law enforcement officer assess and call for necessary resources, such as backup and emergency medical assistance.
- Activate emergency plans, including:
 - Instruct office staff to handle communications and initiate lockdown orders.
 - Notify transportation for appropriate buses for evacuation.
 - Assign staff to a temporary detention facility and log information.
 - Direct a teacher or designee to initiate lockdown and immobilize the campus.
- Collaboration and Communication: Collaborate with the MPS Outreach & Communications Department to brief a representative for media interactions.
- Medical Treatment and Triage: Assign staff to a pre-designated medical treatment/triage facility.

Remember, these protocols are established to ensure a swift, organized, and effective response, prioritizing the safety and well-being of students and staff during such incidents.

Crisis Response

A school crisis is an unexpected critical incident that poses a safety threat or disrupts the school day, impacting teaching, learning, and overall well-being. Common reactions include shock, confusion, and fear. While each crisis may affect individuals differently, it can have a broad and immediate impact on students and adults. Examples include accidents, violent incidents, deaths, natural disasters, or acts of terrorism.

Multi-Tiered Crisis Response Team Model:

Tier I: School Site Crisis Response Team:

- Initiates crisis response, assesses needed services, and provides direct interventions.
- Determines the need for additional assistance from the Home Office.
- May be activated during emergencies or as a stand-alone team.

Tier II: Academic Department (Director of Special Education and Services; Director of Student Services):

- Contacted by the school site for support beyond the team's scope.
- Provides consultation, direct intervention, assistance with communications, and guidance for recovery/SEL support.

Tier III: MPS Home Office Crisis Response Team:

- Engaged based on collaboration between the Academic Department and the school site.
- Offers consultation, direct intervention, communication support, and recovery guidance.

Crisis Response Procedures:

- **Activation and Assessment:** The principal or designee, as the Incident Commander, activates the School Site Crisis Response Team. The team, in collaboration with the Incident Commander, assesses the impact and triages students, staff, and parents/guardians.
- **Direct Intervention Services:** The Crisis Response Team delivers crisis intervention services, including psychological first aid.
- **Restoration of School Functions:** Advises and assists the Incident Commander in restoring regular school functions efficiently and quickly.
- **Limiting Exposure and Ongoing Assessment:** Takes measures to limit exposure to scenes of trauma, injury, and death. Provides ongoing assessment of needs and follow-up services as required.

These protocols are designed to ensure a comprehensive, organized, and effective response to crises, prioritizing the well-being of students, staff, and the school community.

Active Shooter/Gunfire

In the event of a threat of violence on campus or the sound of gunfire, lockdown procedures should be immediately implemented. An Active Shooter on Campus is defined as an individual or individuals on school grounds armed with a firearm, having caused injury or death with the firearm and demonstrating continued threat.

Procedures for Staff:

- Upon the first indication of an active shooter, staff must promptly notify the principal or designee, who assumes the role of Incident Commander.
- The Incident Commander initiates a lockdown, the recommended emergency response.
- A call to 911 is made, providing precise details of the incident. A designated person should remain on the line with the police if safe.
- Establish communication with classrooms through school phones, email, cell phones, or radios to keep everyone informed.
- Notify MPS Home Office through the HOST channel and request assistance.

- Collaborate with the MPS Outreach & Communications Department to inform and update parents via ParentSquare.

Principal/Designee and Crisis Response Team Responsibilities:

- Secure perimeter gates and ensure all individuals are safely behind locked doors.
- Initiate the process of accounting for all students and staff.
- Calm and control students through regular announcements. If safe, maintain separation between students and the perpetrator.
- If imminent danger is identified with an active shooter on campus, Rapid Relocation may be initiated, ensuring students are not placed in the gunman's path.

Rapid Relocation Procedures:

- Encourage quick evacuation through any safe exit. If leaving campus, the preferred off-site relocation point is chosen if the route is safe.
- Inform local law enforcement of the decision to leave campus and the chosen destination. Keep them updated on students and staff not reaching the relocation point.
- Calm students, establish a perimeter for safety, and re-establish Incident Command teams with available staff.
- The Triage Team collaborates with first responders for medical attention to the injured.
- The Incident Commander prepares a verified list of the wounded and their transport locations, coordinating with the School Site Crisis Response Team for parent notifications.
- All media inquiries are directed to the MPS Home Office Outreach & Communications Department.
- Once the incident concludes and the campus is declared safe, the Incident Commander initiates the All Clear action.
- A debrief session with staff and school police officers is conducted by the Incident Commander.

These crisis response protocols are established with the paramount goal of ensuring the safety, well-being, and efficient recovery of students, staff, and the school community in the face of unforeseen critical incidents. The collaboration between school personnel, law enforcement, and relevant agencies is crucial to swiftly and effectively address emergencies, minimize disruptions, and support the emotional and physical recovery of those affected. By adhering to these comprehensive procedures, we aim to create a secure and resilient environment conducive to the continued growth and success of our educational community.

Use of Facilities

In the event of disasters or emergencies, the school is committed to supporting the mandated emergency procedures established by law enforcement, government, or public safety agencies. This ensures that students and both certificated and classified staff follow necessary protocols, enabling the school to serve as a mass care and welfare shelter.

Evacuation

In the event that community conditions or internal school circumstances necessitate a site evacuation, the following steps should be undertaken:

- The principal or designee assumes the role of Incident Commander and will communicate evacuation instructions via the PA system. If the PA system is unavailable, alternative communication methods, such as messengers, will be employed. The principal will convey a calm demeanor, offer reassuring comments, affirm that the situation is under control, and provide clear directions.
 - Example Statement: "Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll books 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."
- The Incident Commander will activate the fire alarm system as a signal to initiate the evacuation process.

- Designated emergency team members/staff will secure medications, related documents, and other essential medical supplies/equipment, such as First Aid Kit, CPR, AED, Epi-Pen, and Sharps container.
- Teachers will instruct students to evacuate the building using designated routes and assemble in their assigned Assembly Area.
- Teachers will bring student rosters and any classroom emergency supplies, take attendance once the class is assembled in a safe location, and account for students with cognitive disabilities who may not have fully understood the directions. Missing students will be listed on the Missing Persons Report.
- Once assembled, teachers and students will remain in place until further instructions are provided.
- The Incident Commander will make necessary notifications to the Home Office and parents.
- Upon the conclusion of the incident and confirmation of campus safety, the Incident Commander will initiate the All Clear action.

Procedures for Responding to Students Who Self-Injure

Self-injury, characterized by the deliberate act of harming one's own body, is often an unhealthy coping mechanism for emotional pain, intense anger, or frustration. While this behavior may lack suicidal intent, it can escalate the risk of suicide due to underlying emotional issues. Consequently, students exhibiting self-injurious behaviors should be assessed for suicide risk.

Signs and Symptoms of Self-Injury:

- Frequent or unexplained bruises, scars, cuts, or burns.
- Consistent, inappropriate use of clothing to conceal wounds.
- Possession of sharp objects such as razor blades, shards of glass, or thumbtacks.
- Evidence of self-injury in journals, drawings, social networking sites, etc.

Risk Factors of Self-Injury:

- Age, with a higher prevalence among teenagers and young adults.
- Influence of friends engaging in self-injury.
- Psychosocial factors, including neglect, abuse, or traumatic events.
- Mental health issues, such as depression, anxiety disorders, post-traumatic stress disorder, and eating disorders.
- Alcohol or drug abuse.

Protocol for Responding to Self-Injury:

- Respond immediately or as soon as practically possible.
- Supervise the student at all times.
- Seek medical attention as needed.
- Conduct an administrative search for access to means such as razor blades, shards of glass, other sharp instruments, or medications.
- Assess for suicide risk using appropriate protocols.
- Communicate with and involve the parent/guardian to address the self-injurious behavior promptly.

Awareness for Parents/Caregivers:

- Encourage appropriate coping and problem-solving skills.
- Listen calmly and empathetically, avoiding shaming reactions.
- Develop a safety plan with the student.
- Notify identified adults in the safety plan and provide information on the adult gatekeepers.

Self-Injury and Contagion:

- Respond immediately to identified students.
- Assess each student for suicide risk individually.
- Supervise students separately if identified as engaging in self-injurious behaviors.
- Consider making a mental health referral for students exhibiting self-injurious behaviors.

Response to Self-Injury and Contagion within the School Community:

- Address self-injury with students individually.
- Avoid discussing self-injurious behaviors in group settings.
- Conduct informational parent meetings, inviting all parents/guardians for psycho-education, awareness, and tools for addressing self-injurious behaviors.
- Supervise students and children during parent/guardian meetings.
- Consult with the Outreach & Communications Department for dissemination of information regarding parent/guardian meetings or other media matters.

These procedures are established to ensure a compassionate and effective response, prioritizing the well-being of students and fostering a safe and supportive school environment.

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 the 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.

Emergency Drills

The school shall conduct emergency drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or 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 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

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 or designee.

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 were taken by the school.
- Announce new changes made after the incident has passed.

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. Schoolwide communication will be sent via ParentSquare.

Safety Supply/Equipment

The School Principal and/or designee, alongside the School Safety Management 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, such as classrooms.

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for directing team activities and keeping everyone informed of the overall status. Furthermore, responsible for assessing the adequacy of available water, food, sanitation, and other supplies and organizing the distribution of resources for immediate use. Specific duties may include

- Reporting equipment and supply needs
- Estimate the number of persons requiring food/shelter/care
- Work Incident Commander to determine the length of time care will be needed
- Inventory supplies on hand
- Distributing emergency water and food supplies
- 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 the School Safety Management Team include:

- 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

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
- Antibacterial 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.

Plant Inspections

The School Principal, or designee, with the assistance of local support personnel where necessary, will inspect and ensure that the school is clean, and secured, all paths of egress are open and well lit is essential to the safety and well-being of all students and staff members of Magnolia Public Schools.

Essential Checklist: Plant Inspections

- A walk-through will be performed at least twice annually by the principal and/or designee to ascertain any unsafe conditions that are hazardous to the staff or student's 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 Committee will review the walk-through. A timeline for the completion of necessary corrections will be reviewed and assessed monthly.
- The School Principal and/or designee 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.
 - 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.

RECOVERY

Schools as Pillars of Support in Emergencies

Schools play a pivotal role in aiding members of the learning community in both preparing for and recovering from emergencies or disasters. Whether stemming from natural events like earthquakes, fires, and loss, or man-made events such as tragic incidents, student overdoses, or acts of terror, a school's approach to post-emergency support is most effective when it addresses diverse levels of need among students. The provision of varying degrees of support, including opportunities for smaller group meetings, becomes critical for those requiring more in-depth assistance, thereby complementing the general support offered to all students.

In the aftermath, the responsibility for implementing recovery strategies typically falls on the shoulders of school psychologists, counselors, social workers, and potential community mental health partners, all of whom may serve as members of the Crisis Response Team. Encouragingly, all adults involved are urged to contribute by modeling calm, caring, and thoughtful behavior.

Supporting Someone After a Crisis

When supporting someone after a crisis, it is important to be present and supportive. Use verbal, nonverbal, and paraverbal communication to convey your care and concern. Ask open-ended questions to identify how they are feeling and listen with empathy. Do not rush them to talk about the incident.

If you are feeling overwhelmed, take some time to gain your composure. Ask for a staff member to step in if you need to leave the room. Coordinate with other staff to address the immediate needs of the staff involved.

It is important to remember that you cannot provide effective support until you have reached physical and emotional calm.

Guiding Therapeutic Rapport through Time

1. Supporting in the Present - Helps rebuild relationships and build bridges of communication. The trust and relationship that you establish at this point are crucial to the de-escalation of a future crisis.
2. Understanding the Past - Allows the person to reflect on their actions and consider the impact on others. This helps to uncover what happened and identify any patterns and Precipitating Factors, which can help in planning for the future.
3. Planning for the Future - Results in learning and development of approaches by collaborating and problem-solving. Planning creates a sense of responsibility and ownership for the individual. It also helps staff prevent crisis behaviors and improve their approaches.

Therapeutic Rapport Considerations

When engaging with individuals in therapeutic settings, it is crucial to take into account several factors that significantly influence the dynamics of the counseling relationship:

- Age: An individual's age plays a pivotal role in shaping their ability to comprehend and actively participate in therapy. Consider the developmental stage, as younger children might struggle to express emotions or grasp complex concepts, while older adults bring different life experiences and concerns.
- Cognitive Functioning: Cognitive abilities vary among individuals, affecting their capacity to process information and follow instructions. Modify therapeutic approaches to accommodate diverse cognitive functioning levels and ensure effective communication.
- Culture: Cultural background deeply influences expectations about counseling and communication styles. Cultivate respect for individuals' cultural values and beliefs, recognizing the potential impact of cultural differences on the therapeutic relationship.
- Gender Identity: An individual's gender identity significantly shapes their experiences and interpersonal connections. Create an affirming and safe space that respects and acknowledges clients' gender identities, fostering an environment conducive to exploring gender expression.

- **Previous Life Experiences:** Past life experiences profoundly mold an individual's thoughts, emotions, and behaviors. Be attuned to the potential impact of these experiences on the therapeutic relationship, recognizing their role in shaping an individual's progress.

In acknowledging and adapting to these diverse factors, support staff can enhance the effectiveness of therapeutic interventions, fostering a more inclusive and supportive environment for all individuals seeking assistance.

Strategies for the Crisis Response Team: Supporting Students and Staff After a Crisis

1. **Immediate Debriefing:** Conduct immediate debriefing sessions to allow team members to share their experiences, feelings, and observations.
2. **Provide Safe Spaces:** Establish designated safe spaces within the school where students and staff can seek solace and support.
3. **Structured Group Sessions:** Organize structured group sessions led by mental health professionals to address collective concerns and promote a sense of community.
4. **Resource Distribution:** Distribute informational resources and support materials to students and staff, outlining available counseling services and coping mechanisms.
5. **Collaborative Outreach:** Collaborate with external mental health organizations to provide additional resources and expertise.
6. **Peer Support Networks:** Facilitate the creation of peer support networks among students and staff to encourage mutual assistance.
7. **Long-Term Counseling Services:** Ensure access to long-term counseling services for both students and staff members, recognizing that recovery is an ongoing process.

Strengthening Staff Responses and Fostering Resilience

To enhance staff responses to incidents, it is crucial to conduct an objective assessment of the current response. Take time to reflect on the incident and engage in open dialogue with fellow staff members who were involved. This collaborative process can uncover valuable insights and identify areas for improvement.

Managing a crisis is a challenging experience that can have a profound impact on everyone involved, including staff members. Recognizing the potential trauma of these situations is the first step toward building resilience. Taking care of one's self during this time is essential for both physical and emotional well-being.

Building Resilience:

- **Reflect on the Experience: Acknowledge thoughts, feelings, and physical reactions to the incident.** Reflecting on the experience helps in processing emotions and developing effective coping mechanisms.
- **Practice Self-Care:** Prioritize self-care activities to maintain overall well-being. Ensure individuals get enough sleep, maintain a healthy diet, engage in regular exercise, and spend quality time with loved ones. Self-care provides the strength needed to cope with the challenges of crisis management.
- **Seek Professional Support:** If coping is challenging following the aftermath of a crisis, seeking professional support from a therapist or counselor can be immensely beneficial. A professional can assist in understanding emotions and developing healthy coping mechanisms tailored to your needs.

By fostering open dialogue, engaging in self-reflection, and prioritizing self-care, staff members can collectively navigate the aftermath of crises. Recognizing the trauma and proactively seeking support contribute to building resilience and fostering a supportive community within the school environment.

Recovery information is adopted from: Crisis Prevention Institute (2023). Nonviolent crisis intervention training. 3rd Edition.

Glossary

MPS = Magnolia Public Schools

CMO = Charter Management Organization

PBIS = Positive Behavioral Interventions & Supports

SEL = Social-Emotional Learning

ISS = In School Suspension

ODR = Office Discipline Referral

ADA = Average Daily Attendance

LCAP = Local Control and Accountability Plan

PAC = Parent Advisory Committee

PTF = Parent Task Force

UCP = Uniform Complaint Procedures

CDE = California Department of Education

IDEA = Individuals with Disabilities Education Act

IEP = Individualized Education Program

504 = Section 504 of the Rehabilitation Act of 1973

SSPT = Student Services and Programs Team

HOST = Home Office Support Team

Comprehensive School Safety Plan (CSSP): A detailed school emergency preparedness plan that covers prevention, response, and recovery procedures.

Incident Commander: The person responsible for directing emergency operations during a crisis.

Assembly Area: A designated safe location where students and staff gather during building evacuations to facilitate attendance taking.

Lockdown: An emergency protocol that secures school buildings and grounds during situations involving threats of violence.

ParentSquare: A school-to-home engagement platform used by the school to communicate essential information to parents/guardians.

Emergency Supplies: Resources like first aid kits, flashlights, batteries, blankets, and food/water that are critical for dealing with crises.

All Clear: An announcement made by the Incident Commander indicating that a crisis or emergency has ended and normal school operations can resume.

Crisis Response Team: A multidisciplinary school team trained in crisis preparedness, intervention, and recovery strategies to support the school community during and after critical incidents.

Recovery: The process of assisting students, staff, families and the greater school community in healing and overcoming trauma in the aftermath of a crisis/emergency.

Comprehensive Safe School Plan Quick Reference Guide

Magnolia Science Academy - 3 MAGNOLIA PUBLIC SCHOOLS



Zekeriya Ocel
1254 E Helmick St,
Carson, CA 90746
(310) 637-3806
zocel@magnoliapublicschools.org

A meeting for public input was held on December 2023

Plan Revised January 29, 2024

Plan approved by MAGNOLIA PUBLIC SCHOOL GOVERNING
BOARD for review February 8, 2024

This document is available for public inspection during regular business hours at 7:30am - 4:00pm.

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

Comprehensive Safe School Plan

Quick Reference Guide

Magnolia Science Academy 4 MAGNOLIA PUBLIC SCHOOLS



11330 W. Graham Place
Los Angeles, CA 90064
310-473-2464

Musa Avsar, Principal
mavsar@magnoliapublicschools.org

A meeting for public input was held on January 31, 2024
Plan Revised January 31, 2024

Plan approved by MAGNOLIA PUBLIC SCHOOL GOVERNING BOARD for
review February 8, 2024

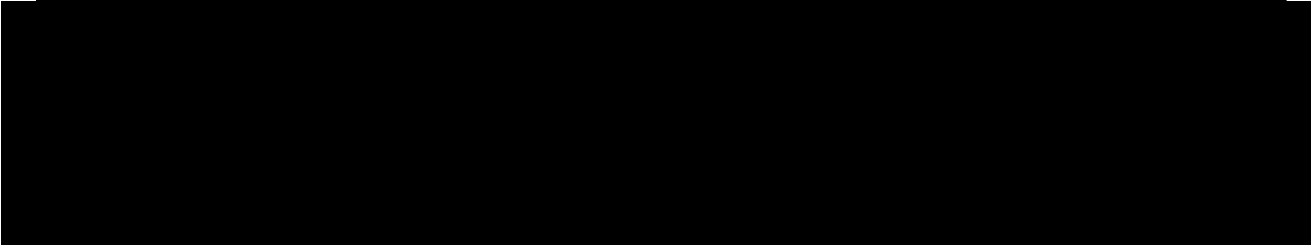
This document is available for public inspection during regular business hours at
7:30am - 4:00pm.

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

**Magnolia Science Academy 4
Comprehensive School Safety Plan
2024-2025**

MSA 4’s Parent Advisory Committee certifies that the requirements of California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan.

Name	Agency	Contact Email
------	--------	---------------



Parent Advisory Committee/Safety Planning		
Name	Title	Contact Email
Musa Avsar	Principal	mavsa@magnoliapublicschools.org
Elizabeth Veloz	Assistant Principal	eveloz@magnoliapublicschools.org

Our Mission

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

Our Vision

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

About our School as a Safe Place to Learn

At Magnolia Public Schools, we envision a vibrant learning community where every student feels safe, nurtured, and respected. Proactive efforts foster a positive and inclusive environment that empowers students to thrive academically, socially, and emotionally.

Contents

Comprehensive Safe School Plan	1
Quick Reference Guide	1
PURPOSE & PREPARATION	5
Statement of Purpose	5
Safety Goals and Objectives	5
Assessment of Data	5
Local Crime Data	5
School-wide Data	6
Component 1: School Climate	7
Component 2: Goal#2	7
Component 3: Goal#3	7
School Maps	9
Emergency Drills	10
Status Report Form	10
Emergency Drill Evaluation	11
Emergency Drill Calendar	12
H.O.S.T. Crisis Communication	12
CSSP Definitions for School	14
Emergency Teams:	14
School Emergency Contacts Chart	14
School Incident Command System and Emergency Teams	15
School Site Specific Considerations	17
Facilities Map	17
Emergency Map	17
Emergency Supplies and Equipment Location	17
Crisis Response Team Chart	18
Additional Contacts	19

PURPOSE & PREPARATION

Statement of Purpose

The Comprehensive School Safety Plan is designed to foster a secure school environment, fostering an optimal learning experience and elevating student academic achievement. This plan is strategically implemented to safeguard the well-being of students and staff, offering a structured response to emergencies and a set of guidelines for preparedness. The primary objectives of this plan include:

1. Ensuring the safety and welfare of students and staff.
2. Providing a coordinated and effective response to emergency situations.
 - Encouraging collaboration among co-located schools for a unified emergency response. This collaborative effort encompasses comprehensive goals, activities, teams, and timelines, ensuring a collective commitment to the well-being of all individuals on campus.
3. Safeguarding the school's facilities and property.
4. Facilitating a swift restoration to normal conditions in the aftermath of an emergency, minimizing confusion.
5. Coordinating with local emergency services when necessary to enhance overall emergency response capabilities.

Safety Goals and Objectives

The emergency safety plans are carefully developed to address a range of potential crises, including natural disasters and fires. The school sites participate in regular disaster drills conducted throughout the academic year to ensure that students and staff are well-prepared for any emergency scenario. A crucial part of our planning process involves each MPS school site conducting a thorough review of school-specific data, leading to the identification of specific goals for the school year. This proactive approach ensures that our emergency preparedness measures are tailored to the unique needs and challenges of each school site, fostering a safe and secure learning environment for everyone in our community.

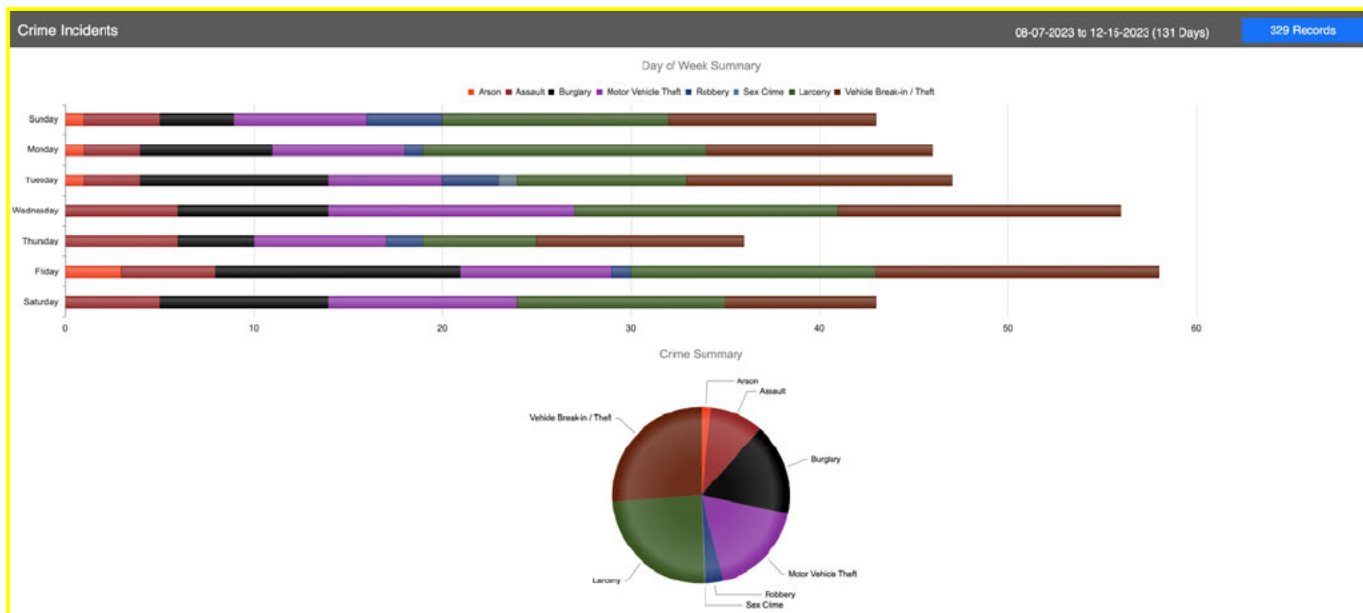
Assessment of Data

Local Crime Data

Data Source reviewed to develop statistical analysis was local Law Enforcement crime data via [crimemapping.com](https://www.crimemapping.com)

The top three crime violations in the area of 90064 from 8/2023 to 12/2023:

Type	Number
Total Crimes during time period	329
Top #1 Vehicle Break-in/Theft	86
#2 Larceny	80
#3 Motor Vehicle Theft	58



This data is represented by the following graphic pulled from source website:

<https://crimemapping.com/map/location/11330%20Graham%20Pl.%20Los%20Angeles.%20CA.%2090064,%20USA?id=dHA9MCN0dj02NTc3YTY2NiNs2M9MTc2NDUwNSNs2bmc9NTUjZmE9MjYyMTQ0I2huPTEzMzMWl2xicz0xMDk6NjM0Mzk2ODA7OToyOTg3NzUzNTs5OjExMTAzNjg5I2xuPVdvcmxk#>

School-wide Data

Data regarding school community was compiled from Infinite Campus, local records, and logs. Data was reviewed on **December 15, 2023**. The following data was reviewed:

	2020-21	2021-22	2022-23	Currently as of 12/1/2023
Suspension Data Out-of-School	0	3	10	1
Suspension Data In-School	0	0	0	0
Expulsion Data	0	0	0	0
Office Discipline Referrals ODRs	7	53	?	?
Average Daily Attendance (ADA) Rate	95.6%	86.3%	89.2%	91.4%
Chronic Absenteeism Rate	18.0%	35.0%	46.5%	27.0%
Graduation Rate	100%	96.3%		N/A

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
- Parent Advisory Committee
- 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.

Component 1: School Climate

Goal(s): All employees will uphold and implement all stated policies 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 plan.
- Related Activities: Review regularly during Professional Learning Sessions, completion of training through CharterSafe, committee meetings, and safety meetings.
- Resources needed: Safety plan
- Person(s) responsible for implementation: Designated Administrator, Safety Committee
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Educational Partner Surveys

Component 2: Co-location Collaboration for Safety

Goal(s): We will work with co-located schools implementing strategies to ensure student safety.

- Objective: Review the safety plans and share ideas to improve safety.
- Related Activities: Monthly collaboration meetings.
- Resources needed: School Safety Plans
- Person(s) responsible for implementation: Designated administrators
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Meeting minutes

Component 3: Safety Drills

Goal(s): We will administer safety drills on a monthly basis in order to ensure student and staff readiness.

- Objective: To ensure students and staff are ready to act properly in case of emergencies.
- Related Activities: Creating an emergency drill calendar and implementing it.
- Resources needed: School Safety Plan
- Person(s) responsible for implementation: Designated administrator and school staff
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Emergency drill evaluation forms.

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:

Emergency Drill Evaluation

MPS Emergency Drill Evaluation ([Google Form](#))

The MPS Emergency Drill Evaluation collects the following information:

- School site
- When did the emergency drill take place?
- Drill Type
- Date Conducted
- Time Started and Time Completion
- Alert Type
- Did everyone on campus participate?
- If parents/guardians participated, what were their roles?
- Rate students' performance of emergency procedures.
- Rate faculty's performance of emergency procedures.
- Rate emergency team performance of duties.
- Rate accounting for everyone.
- Rate alert system.
- Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill?
- List the top lesson learned from this drill and how it will be addressed.
- What school-site training support would improve emergency drills and/or preparedness?

Comprehensive School Safety Plan

Magnolia Science Academy - 5
MAGNOLIA PUBLIC SCHOOLS



18238 Sherman Way,
Reseda, CA 91335
(818) 705-5676
Ali Kaplan, Principal
akaplan@magnoliapublicschools.org

A meeting for public input was held on December 15, 2023

Plan Revised January 29, 2024

Plan approved by MAGNOLIA PUBLIC SCHOOL GOVERNING
BOARD for review February 8, 2024

This document is available for public inspection during regular business hours at 7:30am - 4:00pm.

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

Magnolia Science Academy- 5 Comprehensive School Safety Plan 2024-2025

Magnolia Science Academy- 5 Parent Advisory Committee certifies that the requirements of California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan.

Name	Agency	Contact Email
Parent Advisory Committee/Safety Planning		
Name	Title	Contact Email
Ali Kaplan	Principal	akaplan@magnoliapublicschools.org
Edwin Chavez	Certificated - Mr. Chavez	echavez@magnoliapublicschools.org
Giovanni Garcia	Certificated - Mr. Garcia	ggarcia@magnoliapublicschools.org
Indira Hopovac	Classified - Ms. Hopovac	ihopovac@magnoliapublicschools.org
Hidolina Ramirez	Parent	N/A
Gasia Chapparo	Parent	agatrucks@aol.com
Gabriela Lumas Crocker	Student	gablemuscrocker@magnoliascience.org
Angelica Alegria	Student	angalegria@magnoliascience.org

Our Mission

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

Our Vision

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

About our School as a Safe Place to Learn

What is the vision of a school that is a safe place to learn? What does the parent advisory committee want the school to look like?

At Magnolia Public Schools, we envision a vibrant learning community where every student feels safe, nurtured, and respected. Through proactive efforts, we foster a positive and inclusive environment that empowers students to thrive academically, socially, and emotionally.

Contents

PURPOSE & PREPARATION	8
Statement of Purpose	8
Plan Organization	8
Safety Goals and Objectives	8
Assessment of Data	9
Local Crime Data	9
School-wide Data	10
Component 1: School Climate	10
Component 2: Goal#2	11
Component 3: Goal#3	11
School Maps	12
Emergency Drills	13
Status Report Form	13
Emergency Drill Evaluation	14
Emergency Drill Calendar	15
H.O.S.T. Crisis Communication	15
PREVENTION	17
Employee Preparedness	17
Employee Skills	17
Employee/Student Special Needs	17
Emergency Onsite Personnel	18
Child Abuse and Neglect Reporting	18
Reportable Offenses	18
Responsibility for Reporting	18
Reporting Procedures	18
Investigation of Suspected Child Abuse or Neglect by Peace Officers - PC 11174.3	19
Releasing a Student to a Peace Officer - EC 48906	19
Procedures for Safe Ingress and Egress from School	19
Social Climate: School and Physical Environment	20
Effective Communication	20
Parent Concern	21
Students Responsibilities	21
Parent Responsibilities	22
School Responsibilities	22
Building Capacity for Engagement	23
Infinite Campus	23
ParentSquare	23
Parent Advisory Committee (PAC)	23
Parent Task Force (PTF)	23
Professional Development	24
Physical Environment	24
	4

Multi-Tiered System of Response to Behavior	24
Suspension and Expulsion Policy and Procedures	30
Procedures	31
Reflection	31
In School Suspension	32
Grounds for Suspension and Expulsion of Students	32
Enumerated Offenses	32
Suspension Procedure	38
Authority to Expel	39
Expulsion Procedures	39
Special Procedures for Expulsion Hearing Involving Sexual Assault or Battery Offenses	40
Record of Hearing	41
Presentation of Evidence	41
Expulsion Decision	41
Written Notice to Expel	42
Disciplinary Records	42
Expulsion Appeals	42
Interim Placement	42
Rehabilitation Plans	43
Readmission or Admission of Previously Expelled Student	43
Notice to Teachers	43
Involuntary Removal for Truancy	43
Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities	43
Students with an IEP	46
Procedures for Notifying Teachers	47
Title IX	49
Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy	49
Title IX, Harassment, Intimidation, Discrimination, and Bullying Coordinator (“Coordinator”)	49
Definitions - Prohibited Unlawful Harassment	49
Prohibited Unlawful Sexual Harassment	50
Prohibited Bullying	51
Bullying and Cyberbullying Prevention Procedures	52
Grievance Procedures	53
Title IX, Harassment, Intimidation, Discrimination, and Bullying Complaint Form	60
Uniform Complaint Policy and Procedures	61
Uniform Complaint Procedures (UCP) Policies and Procedures	61
Scope	61
Compliance Officer	63
Notifications	63
Procedures	64
Appeals to the CDE	65

Civil Law Remedies	66
General Complaint Procedures Form	67
General Complaint Procedures	68
General Complaint Procedures Form	70
Professional Boundaries: Staff/Student Interaction Policy	71
Corporal Punishment	71
Acceptable and Unacceptable Staff/Student Behavior	71
Duty to Report Suspected Misconduct	72
Examples of Specific Behaviors - Unacceptable Staff/Student Behavior (Violations of this Policy)	72
Unacceptable Staff/Student Behavior without Parent and Supervisor Permission:	72
Cautionary Staff/Student Behaviors	72
Acceptable and Recommended Staff/Student Behaviors	72
Dress Code/Uniforms	73
A Free MPS Uniform Set	73
Religious Head Coverings	73
Free Dress & Theme Dress Days Code	73
MPS Student Uniform Policy	74
RESPONSE	76
Disaster Response Procedures	76
Emergency and Crime Response	76
Fire	76
Lockdown	77
Medical Emergency	77
Earthquakes	78
Assaults	79
Biochemical/Hazardous Materials	80
Disorderly Conduct	80
Vandalism	81
Loss or Failure of Utilities	82
Bomb Threat/Suspicious Package	82
Explosions/Risk of Explosions	83
Fighting or Riots	84
Crisis Response	85
Active Shooter/Gunfire	85
Use of Facilities	86
Evacuation	86
Procedures for Responding to Students Who Self-Injure	87
Floor Plan	88
Emergency Drills	88
School Safety Management Team and Operations	88
Guidelines for Handling the Media	88
Parental Notification	89

Safety Supply/Equipment	89
Plant Inspections	90
RECOVERY	92
Schoolwide Supporting Documents	94
Glossary	95
Comprehensive Safe School Plan Quick Reference Guide	97
CSSP Definitions for School	98
Emergency Teams:	98
School Emergency Contacts Chart	98
School Incident Command System and Emergency Teams	98
School Site Specific Considerations	101
Emergency Supplies and Equipment Location	101
Crisis Response Team Chart	101
Additional Contacts	102

PURPOSE & PREPARATION

Statement of Purpose

The Comprehensive School Safety Plan is designed to foster a secure school environment, fostering an optimal learning experience and elevating student academic achievement. This plan is strategically implemented to safeguard the well-being of students and staff, offering a structured response to emergencies and a set of guidelines for preparedness. The primary objectives of this plan include:

1. Ensuring the safety and welfare of students and staff.
2. Providing a coordinated and effective response to emergency situations.
 - Encouraging collaboration among co-located schools for a unified emergency response. This collaborative effort encompasses comprehensive goals, activities, teams, and timelines, ensuring a collective commitment to the well-being of all individuals on campus.
3. Safeguarding the school's facilities and property.
4. Facilitating a swift restoration to normal conditions in the aftermath of an emergency, minimizing confusion.
5. Coordinating with local emergency services when necessary to enhance overall emergency response capabilities.

Plan Organization

Effectively managing emergencies demands a dual focus on thorough emergency preparedness and efficient emergency response capabilities. The Comprehensive School Safety Plan is organized into five essential components:

1. Purpose and Preparation: This component addresses anticipated threats and hazards to the school, emphasizing safety needs before, during, and after an incident. It serves as the proactive foundation for comprehensive emergency preparedness.
2. Prevention: Focused on education and awareness strategies, this component aims to empower members of the learning community with the knowledge and tools to prevent incidents. Proactive measures play a pivotal role in ensuring a secure environment.
3. Response: Strategies and procedures for drills and handling potential threats are outlined. This component ensures a swift and coordinated response during emergency situations, contributing to the preparedness of both students and staff.
4. Recovery: Post-incident, this component centers on establishing therapeutic rapport and utilizing school and community-based resources to address the emotional impact of the crisis. Recovery efforts are crucial for restoring a sense of normalcy within the learning community.
5. Quick Reference Guide: Serving as an internal tool, the Quick Reference Guide enables the rapid activation of the team and safety protocols specific to potential incidents within the learning community. This guide enhances the efficiency and coordination of emergency response efforts.

Safety Goals and Objectives

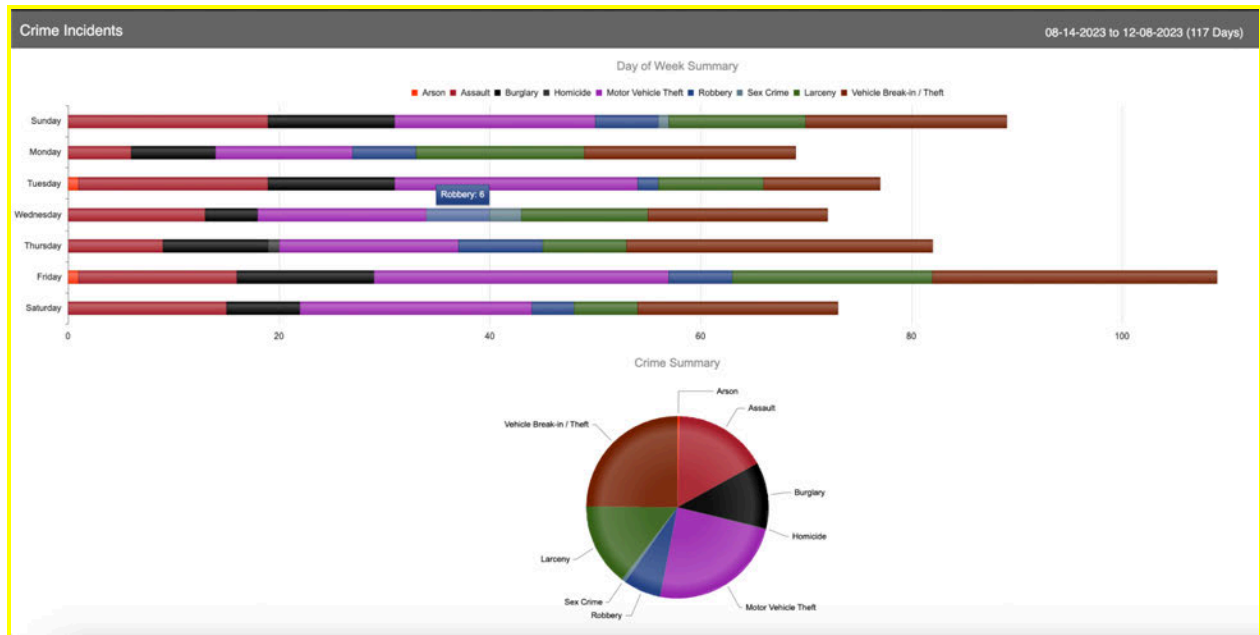
The emergency safety plans are carefully developed to address a range of potential crises, including natural disasters and fires. The school sites participate in regular disaster drills conducted throughout the academic year to ensure that students and staff are well-prepared for any emergency scenario. A crucial part of our planning process involves each MPS school site conducting a thorough review of school-specific data, leading to the identification of specific goals for the school year. This proactive approach ensures that our emergency preparedness measures are tailored to the unique needs and challenges of each school site, fostering a safe and secure learning environment for everyone in our community.

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 91335 from 8/2023 to 12/2023:

Type	Number
Total Crimes during time period	704
Top #1 Vehicle Break-In/Theft	159
#2 Motor Vehicle Theft	149
#3 Larceny	111



This data is represented by the following graphic pulled from source website:

<https://crimemapping.com/map/location/18238%20Sherman%20Way,%20Reseda,%20CA%2091335?id=#>

School-wide Data

Data regarding the school community was compiled from Infinite Campus, local records, and logs. Data was reviewed on December 1, 2023. The following data was reviewed:

	2020-21	2021-22	2022-23	2023-24 Currently as of 12/1/2023
Suspension Data Out-of-School	0	2	3	1
Suspension Data In-School	0	0	0	0
Expulsion Data	0	0	0	0
Office Discipline Referrals ODRs	N/A	N/A	N/A	N/A
Average Daily Attendance (ADA) Rate	96.83%	89.26%	90.6%	93%
Chronic Absenteeism Rate	7.5%	35.0%	35.1%	29.8%
Graduation Rate	100%	100%	92.3%	in progress

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
- Parent Advisory Committee
- 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.

Component 1: School Climate

Goal(s): All employees will uphold and implement all stated policies 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 plan.
- Related Activities: Review regularly during Professional Learning Sessions, completion of training through CharterSafe, committee meetings, and safety meetings.
- Resources needed: Safety plan

- Person(s) responsible for implementation: Designated Administrator, Safety Committee
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Educational Partner Surveys

Component 2: Social Emotional Well-Being

Goal(s): All staff members will monitor students' emotional well being.

- Objective: Annually, the school will provide access to emotional counseling services to students.
- Related Activities: Review monthly behavior data and analyze SEL survey results.
- Resources needed: Kickboard, Panorama surveys and Sown to Grow (Social-Emotional Curriculum)
- Person(s) responsible for implementation: Designated Administrator & PBIS Team
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Educational Partner Surveys

Component 3: Restorative Practices

Goal(s): All PBIS team members will be trained in restorative justice circles in order to maintain a safe and respectful learning environment.

- Objective: All PBIS team members will receive restorative justice/community circle training.
- Related Activities: Professional development
- Resources needed: Training resource provided by the Los Angeles County of Education and The Center for Urban Resilience at Loyola Marymount University (LMU)
- Person(s) responsible for implementation: Designated Administrator & PBIS Team
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Behavior data on Kickboard

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:

Emergency Drill Evaluation

MPS Emergency Drill Evaluation ([Google Form](#))

The MPS Emergency Drill Evaluation collects the following information:

- School site
- When did the emergency drill take place?
- Drill Type
- Date Conducted
- Time Started and Time Completion
- Alert Type
- Did everyone on campus participate?
- If parents/guardians participated, what were their roles?
- Rate students' performance of emergency procedures.
- Rate faculty's performance of emergency procedures.
- Rate emergency team performance of duties.
- Rate accounting for everyone.
- Rate alert system.
- Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill?
- List the top lesson learned from this drill and how it will be addressed.
- What school-site training support would improve emergency drills and/or preparedness?

PREVENTION

Employee Preparedness

Our commitment to ensuring a safe and secure school environment involves comprehensive measures to prepare and empower our staff for effective response during emergencies. Here are the key components of our Employee Preparedness plan:

Ongoing Preparedness Measures:

- Regular review of the Comprehensive School Safety Plan and other emergency policies and procedures.
- Familiarization with each employee's role during emergency situations.
- Knowledge and evaluation of required drills, ensuring staff are well-versed in emergency response procedures.
- Familiarity with the layout of buildings, grounds, and all emergency procedures.
- Review of the locations of emergency exits, fire extinguishers, fire alarms, and emergency equipment and supplies.
- Attendance at updated training sessions covering first aid, CPR, the use of fire extinguishers, and search and rescue, as necessary.

Employee Skills

At the commencement of each school year, the School Principal or designee will seek input from instructional and non-instructional staff to identify individuals with special skills or experiences that could be beneficial during an emergency. These employees may be assigned specific emergency management roles, such as first aid, CPR, search & rescue, and fire extinguisher training and certification.

The instructional staff is responsible for the following:

- Presenting instruction to students about emergency preparedness plans and student responsibilities during major emergencies.
- Maintaining readily accessible attendance sheets for use during evacuations.
- Updating and storing classroom emergency kits in safe, accessible locations.
- Full participation in fire, earthquake, and evacuation drills.
- Developing planned activities for students during periods of confinement in emergencies.

The School Principal, or designee, is responsible for the following:

- Assigning employees to specific roles based on their skills, abilities, and normal functions.
- Ensuring that all employees are familiar with site maps, evacuation plans, and are trained in emergency response roles.
- Updating lists of employees trained in first aid, CPR, fire extinguisher use, and search and rescue, arranging for update training as necessary.
- Regularly updating site floor plans showing evacuation routes, assembly areas, emergency supplies, equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut-off valves.
- Posting emergency procedures in visible locations across the school.
- Updating the list of disabled students or employees, arranging for evacuation assistance or other special assistance as needed.
- Testing the site warning system and ensuring signal recognition by employees and students.
- Conducting an inventory of all emergency supplies and equipment, replacing used or outdated items.
- Maintaining a list of emergency phone numbers in readily accessible locations.

Employee/Student Special Needs

Employees and students with special needs are encouraged to self-identify their specific requirements during emergencies. At the beginning of each school year, parents are asked to provide written information and

instructions concerning the specific needs of students. Areas of the school with employees and/or students with permanent mobility impairments should maintain any necessary evacuation devices on each floor where such individuals are located.

Emergency Onsite Personnel

Emergency phone contacts for staff 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.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

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

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

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

Reportable Offenses

A mandated reporter is obligated to report whenever, in their professional capacity or within the scope of their employment, they have knowledge of or observe a child whom they know or reasonably suspect has been the victim of child abuse or neglect (Penal Code 11166).

Responsibility for Reporting

Mandated reporters must take immediate action whenever they have knowledge of or observe suspected child abuse or neglect within their professional capacity or employment scope (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).

- Los Angeles County 800-540-4000 or <https://reportChildAbuseLA.org>
- Orange County 714-940-1000 or 800-207-4464 and [Forms | County of Orange Social Services Agency](#)
- San Diego County 858-560-2191 or 800-344-6000

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).

3. **Confidentiality**

Mandated reporters are assured that the reporting process is confidential, and their identity will be protected. Ensuring the safety of the child is the top priority, and the reporting process is designed to support this goal.

Investigation of Suspected Child Abuse or Neglect by Peace Officers - PC 11174.3

A suspected victim of child abuse or neglect may be interviewed during school hours, on school premises, by a representative of a governmental agency investigating the case, or by the State Department of Social Services when deemed necessary. The investigation is based on a report of suspected child abuse or neglect that occurred within the student's home or out-of-home care facility. The student must be given the option of being interviewed in private or selecting a member of the school staff, whether certificated or classified, to be present at the interview.

The selected staff's role is to provide support to the student and to help the student feel as comfortable as possible; it is not to participate in the interview and discuss the case with the student. The principal or the principal's designee should remind the staff member selected of the staff member's role and the requirement to maintain confidentiality prior to the interview. The staff member selected may decline the request to be present at the interview; however, if the staff member agrees to be present, the interview must take place during school hours.

Releasing a Student to a Peace Officer - EC 48906

When a minor student is released to a peace officer for the purpose of removing the student from the school premises, a school official must take immediate steps to notify the parent or responsible relative of the student of such removal and the place to which the student is being taken.

In the case where the student is being taken into custody as a victim of suspected child abuse, the school official must provide the peace officer with the address and contact information of the student's parent. It is the responsibility of the peace officer to contact the parent.

Procedures for Safe Ingress and Egress from School

Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.

1. **Availability of Maps:** Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.
2. **Visitor Protocol:** Visitors and guests are welcome at the school, but reasonable precautions are taken to safeguard students and staff. Visitors should:
 - Report and sign in at the office.
 - Be provided with a visitor's badge.
 - Be prepared to provide identification to school personnel.
 - Respect school rules.
3. **Exterior Door Management:**
 - School personnel should ensure that all exterior doors are marked with a notice instructing visitors to report to the office first. Exterior doors, except those near the office, should remain locked to control access.

4. Staff Training:
 - School staff should receive training on how to greet visitors, with the first question being "May I help you?" Someone should greet every visitor.
5. Response to Intruders:
 - Any intruder found roaming the building without a visitor's badge or visible identification should be escorted to the office. School personnel in the office can then provide additional information or directions.
6. Progressive Response to Non-Compliance:
 - Visitors who fail to comply with school procedures should verbally be informed of the violation. If non-compliance persists:
 - Notify the office of the situation.
 - Follow the person if possible and continue to give notice of the violation of school rules.
 - Notify the police or call 911.
7. Building-Wide Notification Plan:
 - In case of an intruder(s), the office should activate a building-wide notification plan:
 - Make a PA announcement using predetermined code phrases.
 - Instruct classroom doors to be closed.
 - Advise students to remain in their current areas.

Social Climate: School and Physical Environment

At MPS, we firmly believe that safety and education are a shared responsibility among parents, teachers, and students. Our school's successful operation relies on the cooperation of everyone involved. Each group holds a responsibility to contribute, creating an environment where learning, safety, and play can harmoniously coexist. We uphold the principle that every individual, regardless of color, race, gender, popularity, ability, religion, or nationality, has the right to feel safe, secure, and accepted.

Our vision is shared through the student-parent handbook, a tool that communicates our expectations to students and parents alike. MPS is a reflection of all of us, and our policies are crafted to provide a safe and orderly environment conducive to learning. Our dedicated faculty and staff eagerly anticipate sharing their expertise in academics, special programs, and extracurricular activities.

To make MPS a thriving community, we encourage active participation from students and parents. Explore our programs, activities, and schedule, and become an engaged participant in your education through classes, clubs, and various activities. We recognize that a school environment thrives when governed by clearly defined and implemented rules. To this end, MPS has compiled a comprehensive student-parent handbook, addressing the school's regulations and policies to set a standard for the entire school community.

Effective Communication

Open and effective communication is essential for addressing issues or concerns that may arise with teachers, staff members, or administrators. We encourage both students and parents to approach the person directly involved when faced with a situation of concern.

For Students: If a student encounters a challenge at school, we believe in empowering them to communicate and seek resolution. In cases involving classroom situations or issues with teachers, we recommend the following steps:

1. Talk with the Teacher - The student should be encouraged to express their concerns directly to the teacher. Open dialogue between students and teachers is the foundation for understanding and resolving issues.
2. Talk with an Administrator - If the issue persists or if the student is uncomfortable talking directly to the teacher, the student is encouraged to approach an administrator.
3. Parental Involvement - In instances where the student is reluctant to speak with the teacher or administrator, the parent may accompany the student and facilitate the conversation with the teacher.

It is crucial to demonstrate to children how to actively and constructively solve problems. If a concern is significant enough for a child to discuss, it is equally important for them to learn how to be part of the solution. Encouraging problem-solving skills empowers students to take an active role in creating a positive and solution-oriented school environment.

Parent Concern

Addressing concerns in a timely and effective manner is crucial for fostering a positive school environment. Parents are encouraged to follow these steps when dealing with concerns:

1. **Initiate a Conversation with the Teacher.** In the initial stages of any concern, it is recommended to talk directly with the teacher. Teachers can provide insights into classroom situations from both an adult and professional perspective, often resolving misunderstandings through open communication.
2. **Follow up with the Teacher if Necessary.** If the concern persists after an initial conversation, it is advisable to revisit the issue with the teacher. Open dialogue allows for continued communication and a more in-depth understanding of the situation.
3. **Schedule an Appointment with the Administrator.** If resolution is not achieved at the teacher level, parents are encouraged to make an appointment with the relevant administrator. This step ensures that concerns are elevated to the appropriate authority for further consideration.
4. **MPS Home Office Communication.** If concerns persist even after meeting with the Principal, the parent is encouraged to complete the appropriate form available in the MPS Student-Parent Handbook. The form should include details about the complaint and the steps taken to resolve it. Once completed, contact the MPS Home Office to ensure a thorough and documented review of the matter.
5. **MPS Board Communication.** If necessary, the next level of communication involves reaching out to the MPS Board. Parents may initiate this process by revising the form originally submitted. The MPS Board will consider the matter at its next meeting, providing a transparent and structured approach to addressing concerns. In the event that the Board decides not to hear the complaint, the Superintendent's decision will be considered final.

Communication Channels. Teachers, staff, and administration are accessible through email, phone, in-person meetings, and by appointment. However, due to busy schedules, we request parents to schedule meetings in advance rather than dropping in. This ensures that everyone involved can allocate time for a focused and productive discussion.

Respectful and Constructive Communication. MPS emphasizes the importance of maintaining respectful and constructive communication. Parents are kindly requested not to "drop-in" for appointments and should avoid engaging with teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students Responsibilities

I am aware of my responsibilities and will do my best to satisfy my parents'/teachers' expectations at MPS because this will help me do better in the future. I agree to really try and do the following:

- I will come to school dressed in uniform every day and on time.
- I will be prepared for all my classes with all required materials.
- I will complete class work and homework on time.
- I will do all the homework assigned to me the best way I can and ask for help when needed.
- I will strive consistently to give my best, and to make my best academic progress.
- I will act responsibly and respectfully at all times and towards all members of the school community.
- I will follow all school rules.
- I will obey the School's Code of Conduct.
- I will respect my property, that of others, and that of the School.
- I will take good care of my books, and other materials the School allows me to use.

- I will serve my community.

Parent Responsibilities

I understand that my child's studies are very important and my participation in activities at MPS is a critical component of my child's educational success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will take a positive and active role in supporting my student's education.
- I will make certain my student attends school regularly and on time.
- I will notify school when child is absent and provide appropriate documentation.
- I will ensure that my student follows the school attendance policy and dress codes.
- I will ensure that my child come to school rested, clean, well-fed, and appropriately dressed (in student uniform).
- I will notify office immediately if there is a change of home address or phone number.
- I will set aside a specific time and place for my student to do homework.
- I will support my student in completing homework, including, if necessary, limiting time watching television, computer gaming, and recreational internet use.
- I will allow my student to attend remedial and other programs offered if requested by the school as is needed for individual improvement.
- I will set up a college-bound environment at home and support my student through the college admission and scholarship-finding process.
- I will emphasize my child adheres to the MPS Discipline Code at all times.
- I will enforce the School Code of Conduct with my child, including ensuring my child is wearing the uniform and promoting respect for teachers and all adults and students.
- I will follow through with any problem behaviors noted by the School.
- I will attend orientation meetings prior to the start of School.
- I will communicate regularly with my student's teachers to ensure his/her academic success (includes attending at least two conferences in a school year).
- I will review information and work sent home and/or posted online for parents and students via the school website and the online Student Information System and respond as necessary (computer access is available for parents at School if needed).
- I will review progress reports that are sent by the School and respond as necessary.
- I will encourage positive attitudes toward school.
- I will talk with my student about what he/she is learning.
- I will expect and encourage my student to be focused on learning.
- I will expect and support my student to strive consistently to give his/her best, and to make his/her best academic progress.
- I will assure that my child does not destroy materials (textbooks, equipment, etc.) and/or MPS property.
- I will pay for any damages to materials and/or property incurred by student.
- I will assure that students do not bring destructive materials to school (markers, paint, etc.)
- I will assure that all school materials loaned to students will be returned in the condition issued (textbooks, library books, etc.) I will pay for any lost or damaged books in CASH only.
- I understand that a student's bringing or possession of any weapon is grounds for expulsion from the Charter School.
- I will complete and return all necessary school forms and documents on time as requested by school officials.
- I will try to volunteer at School when requested. (Parents/guardians are not required to volunteer for MPS.)

School Responsibilities

- The School will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State Core Curriculum Content Standards in all content areas through an aligned curriculum and rigorous assessment.
- The School will provide a variety of support programs to enhance instruction at all grade levels.

- The School will send frequent reports to parents on their child's progress.
- The School will hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual student's achievement. Conference dates will be listed on the school calendar and additional dates will be sent through notification by the School.
- The School will grant parents reasonable access to staff by appointment through the office.
- The School will provide parents with the ability to observe classroom activities by appointment through the office.

Building Capacity for Engagement

Infinite Campus

MPS leverages the Infinite Campus online web portal to enhance efficient communication among parents, students, and teachers. Each teacher maintains a dedicated grade book for every class, providing a centralized hub for course-related information. Teachers regularly update and share course materials, homework assignments, projects, and course grade statistics, as well as detailed records of students' performance, including grades on quizzes, tests, class participation, and homework assignments. Access to these resources is secured through confidential passwords, ensuring a private and secure environment for students and parents to stay informed and engaged in their academic journey.

ParentSquare

MPS utilizes ParentSquare, a school-to-home engagement platform, to streamline communication between the school and parents. This dynamic platform facilitates automated messages tailored to individual students, delivering key information directly to parents. Utilizing ParentSquare, MPS communicates essential details such as attendance information, news updates, upcoming events, opportunities for parent and family engagement, surveys, resources for parent education, and more. With seamless integration into Infinite Campus, multilingual translation capabilities spanning over 100 languages, and versatile access through the app, email, text, voice, and web portal, ParentSquare ensures inclusive and equitable communication, fostering strong connections between the school and all families.

Parent Advisory Committee (PAC)

In adherence to the Local Control and Accountability Plan (LCAP), the invaluable input of educational partners—including students, families, staff, and community members—is paramount. To fortify the collaborative relationship among these educational partners and review the LCAP along with its various components crucial to student success, schools will host PAC (Partnership Advisory Committee) meetings. PAC meetings will replace School Site Council (SSC) gatherings, streamlining efforts to enhance meeting effectiveness and efficiency.

Scheduled throughout the school year, PAC meetings will actively engage in:

- Planning, Reviewing, and Enhancing LCAP, Title I, and Part A Programs: The committee will play a pivotal role in evaluating and refining the LCAP, Title I, and Part A programs, ensuring alignment with the overarching goals of the LCAP.
- Primary Oversight of Parent and Family Engagement Policy: PAC will serve as the primary committee responsible for reviewing and shaping the parent and family engagement policy. Additionally, if applicable, the committee will extend its purview to other school program plans, fostering a comprehensive approach to school improvement.

Collaboration between school leadership and PAC will be integral to ensuring active parental involvement in the school improvement process. This strategic shift aims to promote effective communication and collective decision-making for the betterment of our educational community.

Parent Task Force (PTF)

Our Parent Association conducts annual elections to fill key positions including President, Vice President, Treasurer, and Secretary. A consistent 10% of our parents actively participate in monthly Parent-Teacher Fellowship (PTF) meetings, creating a dedicated forum for collaborative efforts. PTF meetings serve as a platform where parents take

the lead, steering discussions and garnering support for ongoing fundraising initiatives, cultural events, and engagement opportunities designed for all families.

Led by elected PTF Committee Officers, chosen by families vested in supporting the success of all students at MPS, these meetings foster an environment of shared interest and collective dedication. Throughout these gatherings, parents collaborate, pooling their experiences and skills to strategically work towards common goals that propel student success. This approach ensures a dynamic partnership between parents and the school community, actively contributing to the holistic development and achievement of our students.

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.

Physical Environment

MPS is dedicated to providing a safe, healthy, and nurturing environment characterized by trust, care, and professionalism. To achieve this, we have implemented a comprehensive set of health, safety, and risk management policies that comply with all applicable state and local laws and regulations. The on-site school administration consistently monitors activities to ensure the safety and security of our students. Parents and students are informed through the MPS Student-Parent Handbook about these policies, covering essential aspects of our commitment to safety.

MPS commitment extends to maintaining a drug-free, alcohol-free, and tobacco-free zone within the school premises, accompanied by a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyberbullying through school-wide assemblies and engaging guest speakers. All staff members are designated mandated reporters for cases of child abuse or violence, further reinforcing our commitment to student well-being.

In preparation for emergencies such as natural disasters and fires, we have developed and communicated emergency safety plans. Each classroom is equipped with these plans, and disaster drills are practiced regularly throughout the year. Our collective efforts create a secure and supportive environment that fosters the academic and personal growth of our students.

Multi-Tiered System of Response to Behavior

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

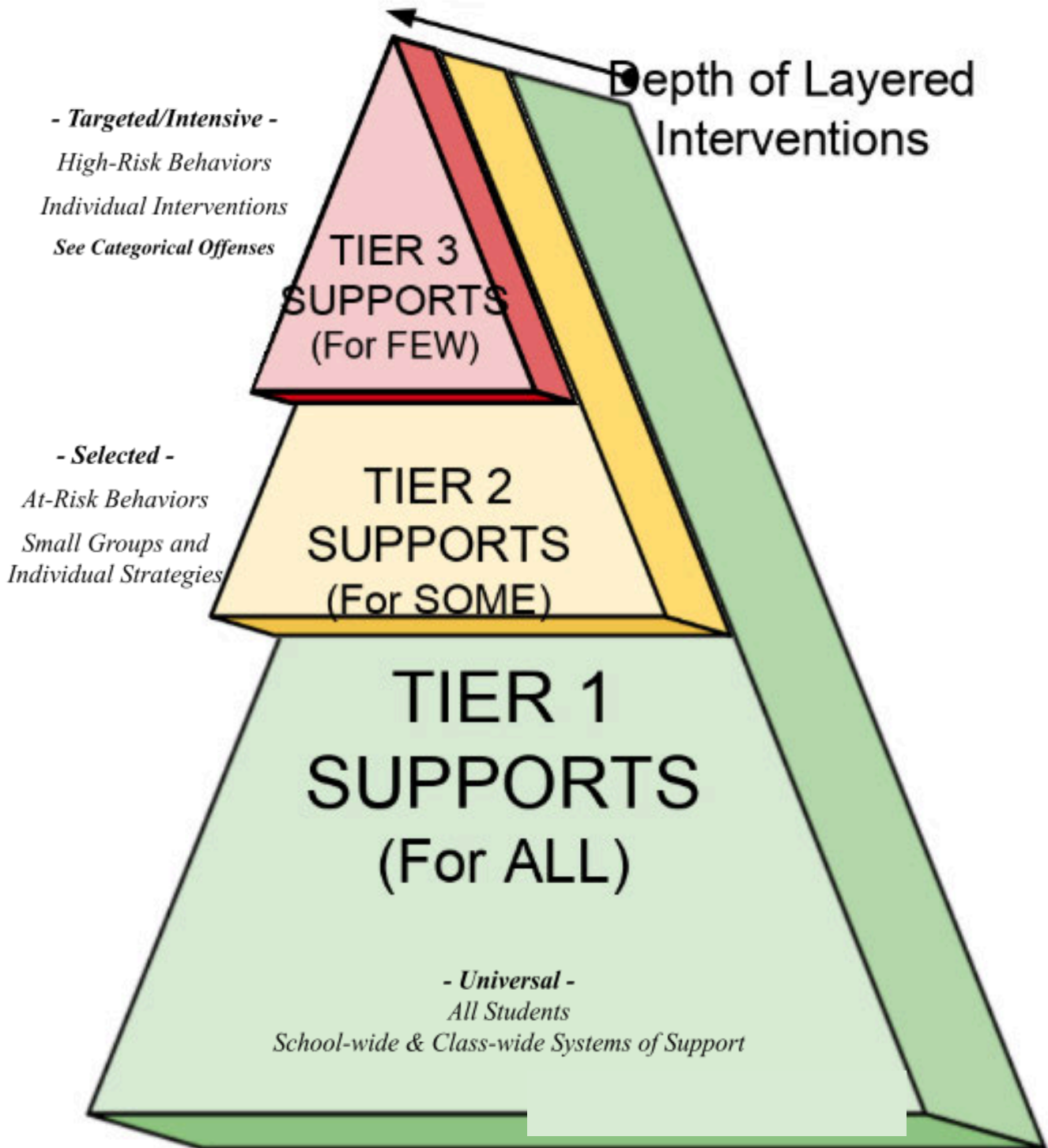
All students at MPS are entitled to the rights guaranteed by the United States Constitution, Bill of Rights, and applicable case law, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each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

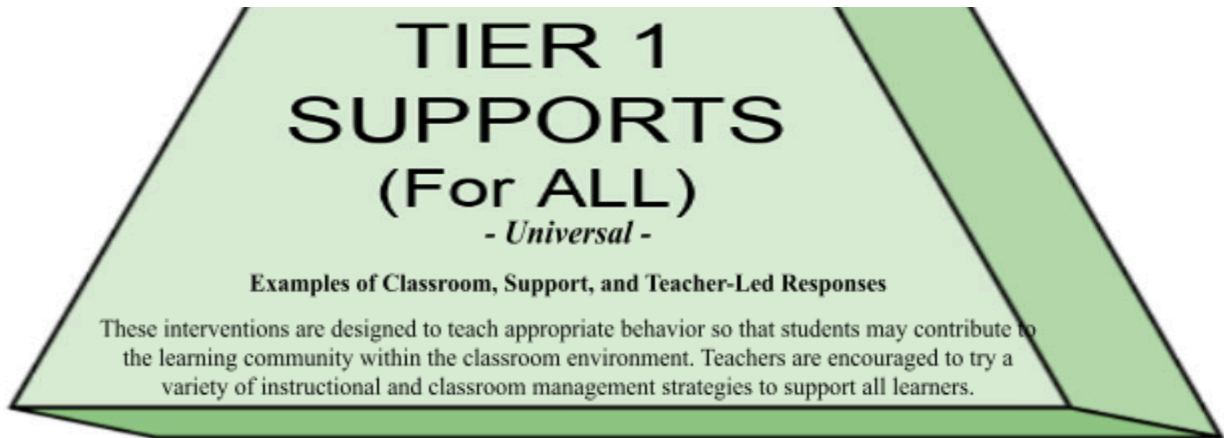
from notification of parents, reflection, to emergency removal from a school activity, suspension, expulsion, and referral to appropriate law enforcement agencies.

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

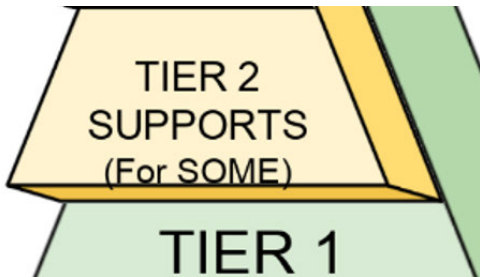
The following charts and tables delineate unacceptable types of behavior in three levels and possible interventions as part of MPS' system of response to behavior.

Multi-Tiered System of Response to Behavior





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

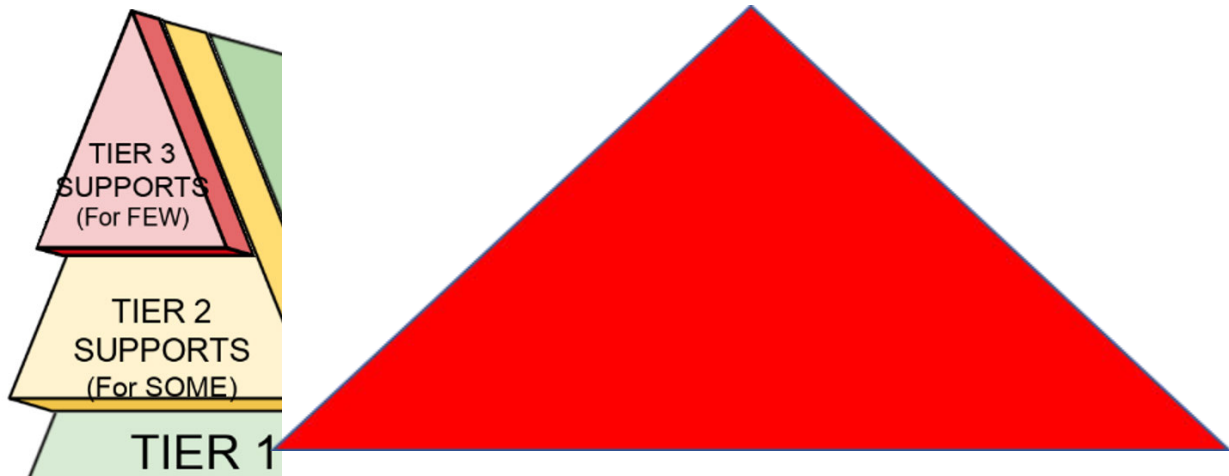


- Selected -

Examples of Support, Removal and Administrative Responses

These responses engage the students' support system to ensure successful learning and to alter conditions that are inappropriate or disruptive.

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



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

Suspension and Expulsion Policy and Procedures

"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

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

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

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

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

including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

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

Positive Behavioral Interventions & Supports (PBIS)

Positive Consequences:

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

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

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

Alternatives to Suspension and/or Expulsion

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

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

Reflection

Reflection will be held on 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.

Grounds for Suspension and Expulsion of Students

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

Enumerated Offenses

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

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is

officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.

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

- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - (d) An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) 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.
- m) 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.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4..

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

The Charter School will use the following definitions:

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

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

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

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

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

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

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

4. Homework Assignments During Suspension

In accordance with Education Code Section 48913.5, upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

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

5. Suspension Appeals

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

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

Authority to Expel

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

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

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

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the

Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

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

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

Special Procedures for Expulsion Hearing Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) calendar days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.
2. MPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness

to the witness stand.

7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

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

Presentation of Evidence

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

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

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

Expulsion Decision

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

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

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

Written Notice to Expel

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

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

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

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

Disciplinary Records

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

Expulsion Appeals

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

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within fifteen (15) working days of receipt of a timely written request for an appeal. *(This timeline supersedes the timeline statement in the charter petition if different.)*

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

Interim Placement

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

MPS shall work with the District for an interim placement or other alternative programs. Should MPS determine after the referral that the student will remain at MPS pending the expulsion hearing based on the best interest of

the student, or if MPS secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, MPS will notify the District of such determination.

Rehabilitation Plans

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

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding the readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

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

Involuntary Removal for Truancy

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

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA/District

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

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as

appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

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

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

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

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

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

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

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

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

others, the parent/guardian or Charter School may request a hearing.

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

5. Special Circumstances

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

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

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

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

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

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

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

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

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

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 above: Suspension and Expulsion Procedures for more information.

Procedures for Notifying Teachers

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

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**, 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.*

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

E.C. 48900

- a(1) Cause, attempted to cause, or threatened to cause physical injury to another person
- a(2) Willfully used force or violence upon the person of another, except in self-defense
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object
- (c) Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant of any kind
- (d) Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation
- (e) Committed or attempted to commit robbery or extortion
- (f) Caused or attempted to cause damage to school or private property
- (g) Stolen or attempted to steal school or private property
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia
- (k) Disrupted school activities or willfully defied the valid authority of school personnel (Grades 9-12 only)
- (l) Knowingly received stolen school or private property
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (r) Engaged in an act of bullying
- (t) Aided and abetted the infliction or attempted infliction of physical injury or serious bodily injury to another person
- .2 Committed sexual harassment (Grades 4-12 only)
- .3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 only)
- .4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grades 4-12 only)
- .7 Made terroristic threats against school officials or school property, or both

E.C. 48915(a)(1)

- A. Causing serious physical injury to another person, except in self-defense
- B. Possession of a knife or other dangerous object.
- C. Unlawful possession of any controlled substance.
- D. Robbery or extortion.
- E. Assault or battery upon a school employee.

E.C. 48915(c)

- 1. Possessing, selling or otherwise furnishing a firearm.
- 2. Brandishing a knife at another person.
- 3. Unlawfully selling a controlled substance.
- 4. Committing or attempting to commit a sexual assault or committing a sexual battery
- 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

Title IX

Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Magnolia Public School ("MPS" or the "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. MPS school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom MPS does business, or any other individual, student, or volunteer. This Policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. MPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Title IX, Harassment, Intimidation, Discrimination, and Bullying Coordinator ("Coordinator")

CEO & Superintendent
 Magnolia Public Schools
 250 E. 1st St. Ste 1500
 Los Angeles, CA 90012
 (213) 628-3634
 ceo@magnoliapublicschools.org

Definitions - 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

Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. § 106.1 *et seq.*) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by MPS.

MPS is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - o Rape, sexual battery, molestation or attempts to commit these assaults.
 - o 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:
 - o Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - o Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - o Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.

- o Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
- o Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student* or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable student to experience a substantial interference with his or her academic performance.
4. Causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by MPS.

* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and transmission originated on or off the 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:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in MPS' education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that MPS investigate the allegation of sexual harassment.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute 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.

Bullying and Cyberbullying Prevention Procedures

MPS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

MPS advises students:

1. To never share passwords, personal data, or private photos online.
2. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
3. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
4. To consider how it would feel receiving such comments before making comments about others online.

MPS informs Charter School employees, students, and parents/guardians of MPS' policies regarding the use of technology in and out of the classroom. MPS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

MPS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. MPS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at MPS and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

MPS' bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

MPS informs MPS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. Professional Development

MPS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other MPS employees who have regular interaction with students.

MPS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by MPS, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

MPS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for MPS students.

Grievance Procedures

1. Scope of Grievance Procedures

MPS will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the MPS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, MPS will utilize the following grievance procedures in addition to its UCP when applicable.

2. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for

assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634
ceo@magnoliapublicschools.org

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. MPS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

MPS acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

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, and any individual designated as a coordinator, investigator or decision-maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

3. Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to MPS' education program or

activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or MPS' educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. MPS will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of MPS to provide the supportive measures.

4. Investigation and Response

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of MPS, the Coordinator (or administrative designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, to provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations
 - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
 - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
 - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
 - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence;
 - A statement that MPS prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.
- Emergency Removal
 - MPS may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with MPS' policies.
 - MPS may remove a respondent from MPS' education program or activity on an emergency basis, in accordance with MPS' policies, provided that MPS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

- This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.
- Informal Resolution
 - If a formal complaint of sexual harassment is filed, MPS may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If MPS offers such a process, it will do the following:
 - Provide the parties with advance written notice of:
 - The allegations;
 - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
 - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
 - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
 - Obtain the parties' advance voluntary, written consent to the informal resolution process.
 - MPS will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- Investigation Process
 - The decision-maker will not be the same person(s) as the Coordinator or the investigator. MPS shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
 - In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
 - The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
 - The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
 - A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
 - Prior to completion of the investigative report, MPS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
 - The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
- Dismissal of a Formal Complaint of Sexual Harassment
 - If the investigation reveals that the alleged harassment did not occur in MPS' educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed.

However, such a dismissal does not preclude action under another applicable MPS policy.

- MPS may dismiss a formal complaint of sexual harassment if:
 - The complainant provides a written withdrawal of the complaint to the Coordinator;
 - The respondent is no longer employed or enrolled at MPS; or
 - The specific circumstances prevent MPS from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
- If a formal complaint of sexual harassment or any of the claims therein are dismissed, MPS will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- **Determination of Responsibility**
 - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
 - MPS will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
 - The allegations in the formal complaint of sexual harassment;
 - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - The findings of facts supporting the determination;
 - The conclusions about the application of MPS' code of conduct to the facts;
 - The decision and rationale for each allegation;
 - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
 - The procedures and permissible bases for appeals.

5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from MPS or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by MPS in response to a formal complaint of sexual harassment.

6. Right of Appeal

Should the reporting individual find MPS' resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of MPS' decision or resolution, submit a written appeal to the President of the MPS Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and MPS will implement appeal procedures equally for both parties.
- MPS will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

7. Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location. MPS will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

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 MPS Human Services for MPS 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.

MAGNOLIA PUBLIC SCHOOLS

Title IX, Harassment, Intimidation, Discrimination, and Bullying Complaint Form

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

City: _____ Zip Code: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

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

Signature of Complainant

Print Name

Date

To be completed by MPS:

Received by

Date

Follow up Meeting with Complainant held on

Uniform Complaint Policy and Procedures

Uniform Complaint Procedures (UCP) Policies and Procedures

Magnolia Public Schools (“MPS” or “Charter School”) complies with applicable federal and state laws and regulations. MPS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing (“UCP”) for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any MPS program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
 - Accommodations for Pregnant and Parenting Pupils;
 - Adult Education;
 - After School Education and Safety;
 - Career Technical Education;
 - Career Technical and Technical Training;
 - Child Care and Development;
 - Compensatory Education;
 - Consolidated Application;
 - Course Periods without Educational Content;
 - Education of Pupils in Foster Care, Pupils who Are Homeless, Migratory Pupils, former Juvenile Court Pupils now Enrolled in a public school and Children of Military Families;
 - Every Student Succeeds Act;
 - Local Control & Accountability Plans (LCAP)/LCFF;
 - Migrant Education;
 - Physical Education Instructional Minutes;
 - Pupil Fees;
 - Reasonable Accommodations to a Lactating Pupil;
 - Regional Occupational Centers and Programs;
 - School Plans for School Achievement;
 - School Safety Plans;
 - Schoolsite Councils.
3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. “Educational activity” means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

- b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
- i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
 - ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
- c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.
- d. If MPS finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, MPS shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by MPS to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.
- e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or MPS and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If MPS adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153. MPS acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. MPS cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, MPS will attempt to do so as appropriate. MPS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or

proceedings, as determined by the CEO, MPS campus Principal, or designee on a case-by-case basis. MPS shall ensure that complainants are protected from retaliation.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure MPS' compliance with law:

CEO and Superintendent
Magnolia Public Schools
250 E. 1st St STE 1500
Los Angeles, CA 90012
(213) 628-3634

Upon receipt of a complaint, the CEO will appropriately assign to the Principal of the MPS campus attended by the complainant. That Principal and/or designee shall investigate the complaint, with oversight by the CEO.

The CEO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CEO or designee.

Should a complaint be filed against the CEO, the compliance officer for that case shall be the President of the MPS Board of Directors.

Notifications

The CEO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy will be made available on MPS' website.

MPS shall annually provide written notification of MPS' UCP to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in MPS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that MPS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that MPS is operating pursuant to Title 22 licensing requirements.
3. A statement that MPS is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal MPS' decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of MPS' decision, except if MPS has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals MPS' decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended

by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

9. A statement that if MPS finds merit in a UCP complaint, or the CDE finds merit in an appeal, MPS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.
11. A statement that copies of MPS' UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that MPS has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CEO, Principal, or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CEO, Principal, or designee shall be made in writing. The period for filing may be extended by the CEO, Principal, or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The CEO, Principal, or designee shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the MPS Board of Directors approved the LCAP or the annual update was adopted by MPS.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, MPS staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process. Before initiating the mediation of an unlawful discrimination, harassment,

intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint. The use of mediation shall not extend MPS' timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

MPS' refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision

MPS shall issue an investigation report (the "Decision") based on the evidence. MPS' Decision shall be in writing and sent to the complainant within sixty (60) calendar days of MPS' receipt unless the timeframe is extended with the written agreement of the complainant. MPS' Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether MPS is in compliance with the relevant law.
3. Corrective actions, if MPS finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal MPS' Decision within thirty (30) calendar days to the CDE, except when MPS has used its UCP to address a complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of MPS' expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with MPS and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. MPS failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, MPS's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in MPS' Decision are not supported by substantial evidence.
4. The legal conclusion in MPS' Decision is inconsistent with the law.
5. In a case in which MPS' Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Principal or designee, under oversight by the CEO, shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of MPS' complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to MPS for resolution as a new complaint. If the CDE notifies MPS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, MPS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court. The CDE may directly intervene in the complaint without waiting for action by MPS when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, MPS has not taken action within sixty (60) calendar days of the date the complaint was filed with MPS.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of MPS' complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if MPS has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

MAGNOLIA PUBLIC SCHOOLS
General Complaint Procedures Form

Last Name: _____ First Name/MI: _____

(if applicable) Student Name: _____ Grade: _____ Date of Birth: _____

Street _____ Address/Apt. _____ #:

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. Yes No

Signature

Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

General Complaint Procedures

The ultimate purpose of this general complaint procedure is to encourage the growth and development of MPS as a healthy community. Conflict is often a part of any development or growth process and may arise in any community. An effective process for resolving conflict is therefore both consistent with the vision and mission of MPS, and an essential component of the communication model that our School has adopted.

MPS recognizes that effective communication is paramount in effective conflict resolution and therefore strongly encourages communication strategies that include: Taking personal responsibility for one's own feelings and needs; communication that mutually acknowledges the needs and concerns of one another; and demonstrating honesty and integrity in every interaction.

LEVEL 1: Direct Resolution

If reasonably possible, general complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the person directly using conflict resolution skills without the intervention of a supervisor or other School administrator. It is the hope of MPS that most disputes can be resolved informally by direct and healthy communication between individuals. Such attempts at informal resolution should be documented in writing to assist the Principal (or CEO & Superintendent) and/or Board of Directors to participate effectively in the conflict's resolution.

Examples:

- Pedagogical issues pertaining to anything that occurs in the classroom, i.e., teaching, curriculum, classroom management, or teacher-student relationships, should be addressed directly with the class teacher. Teachers can be contacted by email, written note or via appointment.
- Complaints/concerns about employees or supervisors that do not involve complaints of discrimination or harassment or violations of law should be first addressed with the employee or supervisor directly. If the person(s) involved are unable to resolve the conflict or complaint, the complainant should contact the immediate/appropriate supervisor in an effort to resolve the issue.

LEVEL 2: School Level Resolution

At this step, the complainant should be prepared to give details about the complaint and steps taken to resolve it. The immediate/appropriate supervisor will acknowledge receipt of the complaint in **three (3)** working days, investigate the complaint, a process which normally involves a discussion with the complainant, gathering of relevant facts and evidence, and respond to the complainant within **ten (10)** working days.

Examples:

- Pedagogical, academic or teacher related issues should be addressed with the Dean of Academics/Assistant Principal.
- Student behavior and discipline issues should be addressed with the Dean of Students/Assistant Principal.
- All other issues should be addressed with the Principal.

If the complainant is not satisfied with the response from the immediate/appropriate supervisor, e.g., Dean of Academics/Students or Assistant Principal or the complaint should be directly addressed with the Principal, the complainant should contact the Principal, who will respond within the same timeline. If the complainant is still dissatisfied, and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the CEO & Superintendent of MPS in an effort to resolve the issue.

LEVEL 3: MPS Home Office ("Home Office") Level Resolution

At this step, the complainant should fill out the attached "**General Complaint Procedures Form**" giving details about the complaint and steps taken to resolve it, and contact the CEO & Superintendent of MPS at:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

The CEO & Superintendent (designee) will acknowledge receipt of the written complaint in **five (5)** working days, attempt to identify a resolution that is acceptable to both parties, within **fifteen (15)** working days of the receipt of the written complaint.

If the complainant is not satisfied with the response from the CEO & Superintendent (designee), and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the MPS Board of Directors (“the Board.”)

LEVEL 4: Board Level Resolution*

At this step, the complainant can file a written complaint with the Board through the Administrative Assistant at the MPS Home Office. *(Same contact information as in Level 3)* The complainant should update the “General Complaint Procedures Form” that was used in Level 3. The Administrative Assistant will acknowledge receipt of the written complaint in **five (5)** working days. The Board may consider the matter at its next regular Board meeting or at a special board meeting convened in order to meet the internal 60-day target within which MPS strives to answer the complaint. The Board may decide not to hear the complaint, in which case the CEO & Superintendent’s decision will be final. If the Board hears the complaint, the Administrative Assistant will send the Board’s decision to the complainant within **sixty (60)** days of the School’s initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. The decision of the Board shall be final.

* For MSA-San Diego, MSA-San Diego Governance Committee will work with the Principal and the Home Office in following the General Complaint Procedures to resolve internal complaints and conflicts before they escalate to the MPS Board level.

The complainant has a right to appeal the Board’s decision to the California Department of Education (CDE). In that case, the complainant needs to fill out a “**Uniform Complaint Procedure Form**” - provided in this handbook – and file it within **fifteen (15)** days of receiving the decision. The appeal must include a copy of the complaint filed with the School and a copy of the Board’s decision. The appeal should be sent to:

California Department of Education
1430 N Street
Sacramento, CA 95814

MAGNOLIA PUBLIC SCHOOLS
General Complaint Procedures Form

Last Name: _____ First Name/MI: _____
 (if applicable) Student Name: _____ Grade: _____ Date of Birth: _____
 Street _____ Address/Apt. _____ #:

 City: _____ State: _____ Zip Code: _____
 Home Phone: _____ Cell Phone: _____ Work Phone: _____

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. Yes No

Signature

Date

Mail complaint and any relevant documents to:

CEO & Superintendent
 Magnolia Public Schools
 250 E. 1st St. Ste 1500
 Los Angeles, CA 90012
 (213) 628-3634

Professional Boundaries: Staff/Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with

students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee 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.

Examples of Specific Behaviors - Unacceptable Staff/Student Behavior (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.
- 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.

Unacceptable Staff/Student Behavior 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 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.

Dress Code/Uniforms

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

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

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

A Free MPS Uniform Set

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

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

Religious Head Coverings

Religious head coverings shall be permitted.

Free Dress & Theme Dress Days Code

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

- On free dress days, clothing must be in good taste and appropriate for school. Clothing should not be inappropriately tight, revealing, or transparent.
- The school's dress code is strictly enforced during free dress days as well. All students must follow the same guidelines with the exception of not wearing their uniform.

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

MPS Student Uniform Policy

B O T T O M	<ul style="list-style-type: none"> ● Pants, shorts, skirts, skorts, or capris are acceptable. ● Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue. <p><u>Belts</u> <i>(required for all variations of dress uniform)</i></p> <ul style="list-style-type: none"> ● Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal). ● The buckle may only have one catch. ● Belt must be of correct waist size, so that there is minimal excess length (less than five inches). ● Any excess length of belt must be tucked through a belt loop and may not hang down. 	<p><u>Pants/Skirts/Skorts/Shorts</u></p> <ul style="list-style-type: none"> ● May not be baggy or inappropriately tight. May not be rolled at waist. Top of garment must be at or above hip bone. ● Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides. ● Skirts that are above the top of the kneecap should be worn with leggings/tights and must be no shorter than the longest fingertip. ● Pants may not be made from legging or joggging material. ● Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle. Socks may not be worn over pants. ● Rubber bands are not allowed on the bottom of pants or ankles. ● No jean/denim style pants ● No Cargo pants/shorts. ● Must have a built-in pocket not a sewn-on pocket.
T O P	<ul style="list-style-type: none"> ● White, gray, black or navy-blue polo or woven shirts must have the school logo. They may be either short or long sleeved. ● Hoods may not be worn at school. ● Top of garment must be at or above hipbone when student is standing up. 	<p><u>Undergarments</u></p> <p>All undergarments, including bras, boxer shorts, etc., should not be visible</p> <p><u>Other Guidelines</u></p> <ul style="list-style-type: none"> ● Woven shirt or polo shirt must be tucked in neatly at the waist at all times. These shirts may not be inappropriately tight or baggy. ● Undershirts must be short-sleeved if worn. ● The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned. ● Under shirt may not hang out of sleeves.

F O O T W E A R	<ul style="list-style-type: none"> For all footwear including “athletic” footwear, the majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.) Plain, unadorned socks must always be worn, tights are also acceptable. Color of the socks or tights: Solid black, dark brown, navy blue or white. No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels. 	<p>Shoes</p> <ul style="list-style-type: none"> Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoelaces must match shoes and be in solid color. <p>Jewelry and Accessories/Cosmetics</p> <ul style="list-style-type: none"> 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 undue attention. Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school. Cosmetics must be appropriate for school and not attract undue attention. <ul style="list-style-type: none"> No brightly colored or glitter eye shadow, or blush. Mascara and eyeliner should be minimal. Lipstick should be a natural color. Earrings must be studs or one (1) inch hoops and worn on earlobe.
P E U N I F O R M	<ul style="list-style-type: none"> Top: Students will wear a solid gray t-shirt, preferably with the MPS logo. Solid white, gray, black, or navy blue sweatshirts with or without the MPS logo may also be worn during PE. Bottom: Properly fitting navy shorts. Waist size of shorts must be appropriate to student’s waist size (i.e. not inappropriately tight or baggy). Shorts should be no shorter than your longest finger when standing with your hands by your sides Footwear: Any athletic shoes suitable for basketball, tennis, and field sports. The majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.) 	
O U T E R W E A R	<ul style="list-style-type: none"> Hats, hoods, caps, and other headgear may not be worn in school buildings, except for purposes of religious observance. No gloves or finger lacing of any sort are allowed. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue. <p>For colder weather</p> <ul style="list-style-type: none"> Crew-neck and zip v-neck sweatshirt and jackets are permitted, with or without the MPS logo. Sweatshirts and jackets must be solid white, gray, black, or navy-blue. 	

Notes

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

RESPONSE

Disaster Response Procedures

The purpose of these procedures is designed to offer clear guidance and instructions for safety and emergency preparedness, aimed at safeguarding the well-being of both students and staff during critical situations. The subsequent sections outline specific procedures tailored to various emergency scenarios.

1. Ensuring the safety and welfare of students and staff.
2. Facilitating a secure and coordinated response to diverse emergency situations.
3. Safeguarding the school's facilities and property.
4. Efficiently restoring normal conditions with minimal confusion in the shortest time possible.
5. Establishing a seamless 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 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 Response Team and coordinate response as needed, particularly in the area of mental health support. In the event of the following scenarios, the principal or designee will communicate with stakeholders using the school's mass communication system.

Fire

In the event of a fire at our school, the following procedures will be promptly implemented:

- **Discovery of Fire:** Upon discovering a fire, teachers or staff members will immediately guide all occupants out of the building, activate the fire alarm, and promptly report the incident to the school administrator.
- **Incident Command and Evacuation:** The principal or designee will assume the role of the Incident Commander and initiate the Evacuate Building action. Staff and students will follow prescribed or safe routes to evacuate buildings, assembling at designated Assembly Areas.
- **Emergency Services Notification:** The school principal or designee will contact 911, providing precise details about the fire's location (e.g., building, room, area).
- **Evacuation Accountability:** During an evacuation, teachers will carry student rosters and any necessary emergency supplies, taking attendance at the Assembly Area to ensure accountability for all students. Special attention will be given to students with cognitive disabilities to ensure their understanding of directions. Teachers will promptly inform the Assembly Area Team of any missing students.
- **Security Measures:** The administrative team will secure the affected area to prevent unauthorized entry and maintain clear access roads for emergency vehicles.
- **Utilities and Post-Incident Actions:** The administrative team will notify the relevant utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- **Parent Communication:** The principal or designee will communicate with and update parents promptly via ParentSquare, ensuring transparent and timely information dissemination.

These procedures are designed to prioritize the safety and well-being of all occupants. Regular training and drills will reinforce these protocols, promoting a swift and coordinated response during an actual emergency.

Lockdown

This protocol is enacted in response to identified or directed threats of violence or gunfire by law enforcement, aiming to prevent perpetrators from entering any occupied campus areas. The purpose of a lockdown is to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the school's security.

Lockdown Procedures:

- **Initiating Lockdown:** Lockdown is declared when the threat of violence or gunfire is identified. All personnel must adhere to this protocol to ensure the safety of everyone on campus.
- **Secure Classrooms or Designated Safe Locations:** During Lockdown, students are required to remain in locked classrooms or designated safe locations. It is imperative to keep classroom doors locked at all times.
- **Immediate Actions for Classes:** Upon receiving the lockdown announcement:
 - Classes will remain in their rooms.
 - Redirect any students in hallways or outdoors into the nearest locked classroom.
 - Physical education classes will relocate to secure areas such as the gym, auditorium, or multi-purpose room.
- **Safety Measures within Classrooms:** Once in the secured location:
 - Move students to the most protected areas in the room and lock the door.
 - Instruct students to face away from windows, keeping their backs toward windows.
 - Close and lock all doors and windows.
 - If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
- **Lights and Power:** Turn off lights, power equipment, appliances, and ensure cell phones are on silent mode. Maintain silence in the room to avoid detection.
- **Attendance and Student Accountability:** Take and report attendance as feasible. Teachers must account for any students with cognitive disabilities who may require additional assistance or may not have fully understood the directions.
- **Remain in Secured Locations:** All personnel must remain in the secured room until further instructions are received from official sources.

This Lockdown Procedure is designed to prioritize the safety of all individuals on campus. Regular drills and ongoing training will familiarize staff and students with these protocols, ensuring a swift and coordinated response during an actual emergency.

Medical Emergency

Medical emergencies or accidents may occur unexpectedly, involving students or employees. Depending on the severity, some incidents may only require first aid, while others demand immediate medical attention. In any uncertainty, prioritize caution and promptly dial 911.

- **Emergency Reporting:** In the event of a medical emergency involving a student or employee, immediately report the incident to the School Principal or designated personnel. Dial 911 or instruct someone to do so. When reporting, provide the following essential information:
 - School name and phone number.
 - Building address, along with the nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
 - Nature of the emergency.
 Stay on the line until advised to disconnect by the dispatcher.
- **School Notification:** Notify the school office about the injured individual and the initiation of an ambulance call. Request the dispatch of a first aid/CPR-trained employee to assist the victim.
- **Assistance and Victim Care:** Maintain composure during the emergency. Keep the victim warm with a coat or blanket.

- Avoid moving the victim unless there is a risk of further injury. Refrain from offering any food or drink to the victim.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Administration of Naloxone (Narcan)

Provide emergency Naloxone (Narcan) or another opioid antagonist to trained school personnel, with designated volunteers receiving initial and annual refresher training for the storage and emergency use of these medications. Responding to medical emergencies, particularly opioid overdoses, and the safe administration of Naloxone within the school environment. This plan aims to ensure the well-being of students and staff and to provide timely and effective intervention in the event of an opioid-related emergency.

Identification of Potential Overdose Cases:

- Training is provided to school staff, including teachers, administrators, and support staff, on recognizing the signs of opioid overdose, such as respiratory distress, unconsciousness, or pinpoint pupils.

Naloxone Training:

- The school designates key personnel, such as school nurses and selected staff members, to undergo specialized training in the administration of Naloxone.
- Training includes recognizing signs of overdose, proper administration techniques, and post-administration procedures.

Emergency Response Protocol, in the event of a suspected opioid overdose

- Maintain accessible and strategically located Naloxone kits within the school, particularly in areas where medical emergencies are more likely to occur.
- Trained personnel authorized to administer Naloxone during emergencies, and trained to follow the outlined step-by-step process for administering Naloxone, emphasizing proper dosage, injection techniques, and post-administration monitoring.
- After administration of Naloxone, staff shall immediately call emergency services (911) to report the incident and request urgent medical assistance
- Establish a post-administration monitoring procedure to ensure the individual's vital signs are stable. If necessary, continue to provide supportive care until emergency medical services arrive.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Administration Procedure

This Medical Emergency Protocol is designed to ensure swift and organized responses in times of need. Regular training and drills will familiarize staff with these procedures, promoting a safe and supportive environment within our school community.

Earthquakes

Earthquakes can occur without warning, often followed by aftershocks that may persist for weeks or months. The impact on buildings varies, making it crucial to remain calm and act promptly during and after the shaking.

- Stay Calm and Assess: Keep calm during the shaking and remain in your current location. Assess the situation before taking action. Remember, injuries often result from flying or falling debris.
- Drop, Cover, and Hold On: Upon the first indication of an earthquake, teachers should instruct students to Drop, Cover, and Hold On.
- Move to Safety: Move away from windows and overhead hazards to avoid glass and falling objects.
- Students with Disabilities: Students with disabilities preventing them from seeking protection under furniture should:

- Move away from unsecured items in the room.
- Go to a structural corner away from cabinets, shelves, and windows.
- Lock wheelchair wheels and protect their head and neck with their hands.

After the Earthquake

- Incident Commander Activation: When the shaking stops, the principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation Procedures: Staff and students will evacuate using prescribed or safe routes to the Assembly Area.
- Attendance and Student Accountability: Teachers will bring their student roster and emergency supplies, taking attendance at the Assembly Area. Special attention will be given to students with cognitive disabilities.
- Missing Students Notification: Teachers will notify the Assembly Area Team of missing students or any student left behind.
- Security Measures: The administrative team will secure the area to prevent unauthorized entry and ensure clear access roads for emergency vehicles.
- Utilities and All Clear: Notify the appropriate utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will notify and update parents promptly via ParentSquare.

This Earthquake Response Protocol is designed for the safety and well-being of all individuals on campus. Regular drills and training will reinforce these procedures, fostering a resilient and prepared school community.

Assaults

Assaults, involving acts of striking or inflicting injury on a person, are considered serious matters, demanding immediate attention and appropriate action. Any threat or assault on students or employees requires prompt reporting to the School Principal or designated personnel. The decision to involve law enforcement officials will be determined by the School Principal or designee.

General Reporting Steps:

- Immediate Reporting: Report any threat or assault on students or employees promptly to the School Principal or designee.
- Law Enforcement Notification: The School Principal or designee will assess the severity and decide whether law enforcement officials should be notified.

In Case of Serious Assault:

- Emergency Services: Dial 911 immediately.
- Seek Medical Attention: Seek first aid or medical attention for any injuries sustained during the assault, if indicated.
- Document Injuries: Have photographs taken of any injuries as part of the documentation process.
- Assailant Description: Write down a detailed physical description of the assailant as soon as possible after the incident, including sex, age, height, weight, race, clothing, and any weapon used.
- Witness Information: Obtain names and telephone numbers of any witnesses present during the assault.
- Incident Report: Draft an incident report detailing the circumstances of the assault.
- Submission to School Principal: Submit the incident report to the School Principal or designee for review.
- Law Enforcement Involvement: The School Principal or designee will submit an incident report to local law enforcement if the assault is deemed serious.

This Assault Incident Protocol is designed to ensure a swift and comprehensive response to any assault situation. Regular training and awareness programs will support the school community in understanding and implementing these procedures effectively.

Biochemical/Hazardous Materials

A biological or chemical release involves the discharge of substances in solid, liquid, or gaseous states, with potential incidents ranging from chemical spills in school laboratories to hazardous material incidents adjacent to the school. Early detection and swift response are essential to ensure the safety of students and staff.

Indicators of Release:

- Multiple victims with symptoms such as watery eyes, twitching, choking, loss of coordination, trouble breathing.
- Presence of distressed animals or dead birds.

Response Procedures:

- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation and Isolation: Staff and students will use designated routes to the Assembly Area, upwind of the affected area. Those exposed to contaminants should be isolated from the rest of the school population.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details and the nature of the emergency.
- Area Isolation and Access Restriction: The administrative team, under the Incident Commander's instructions, will isolate and restrict access to potentially contaminated areas.
- Ventilation and Air Handling Measures: The Security/Utilities Team will turn off local fans, close windows and doors, and shut down the building's air handling system.
- Parent Communication: The principal or designee will promptly notify and update parents via ParentSquare.
- Decontamination and Triage: Individuals in direct contact with hazardous substances should wash affected areas with soap and water. Outer clothing layers, potentially contaminated, should be removed and contained. The Triage Team will evaluate and monitor exposed individuals.
- Assembly Area Team Responsibilities: Prepare a list of all people in the affected or contaminated area, specifying those with actual contact. Provide the list to the Incident Commander and emergency responders.
- Crisis Team Activation: The Crisis Response Team will convene on-site, initiating counseling and recovery processes.
- Area Reopening: Affected areas will not reopen until clearance is provided by the appropriate agency, such as Los Angeles County HazMat, and the Incident Commander authorizes it.
- All Clear Activation: Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

These protocols ensure a comprehensive and coordinated response to biochemical/hazardous material incidents, prioritizing the safety and well-being of the school community. Regular drills and training will enhance preparedness and awareness.

Disorderly Conduct

Disorderly conduct, whether exhibited by a student, staff member, or visitor, can pose a threat to the safety and well-being of the school community. The following protocols are established to ensure a measured and effective response:

- Immediate Action: Upon witnessing disorderly conduct, staff should take immediate steps to calm and control the situation, prioritizing the safety of all individuals involved. If safe to do so, attempts should be made to isolate the perpetrator from other students and staff.
- Witness Statements: Witnesses are encouraged to provide written statements detailing the incident for follow-up by the school administrator and/or law enforcement agency.

- Notification to Principal: Staff witnessing disorderly conduct should promptly notify the principal or designee.
- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating appropriate emergency functions such as Lockdown, Evacuate Building, or Off-site Relocation.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details (e.g., building, room, area) of the incident.
- Immediate Threat Response: If an immediate threat is not evident, the Incident Commander or designated staff may attempt to defuse the situation. Approach the individual in a calm, nonconfrontational manner and request they leave the campus, avoiding hostile situations.
- Family Notification (if applicable): In the case of a student involved, every effort should be made to notify the family, as they may provide valuable insights on handling the situation.
- Parent Communication: The Incident Commander will promptly notify and update parents via ParentSquare, as necessary.
- Threat Assessment/Management Team Activation: The Incident Commander and team will assess whether activating the threat assessment/management team (Crisis Response Team) is warranted.
- All Clear Activation: Once the incident concludes, and the campus is determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are designed to address disorderly conduct swiftly and efficiently, prioritizing the safety of the school community and providing necessary support and communication channels. Regular training and drills will enhance preparedness and response capabilities.

Vandalism

In the event of school vandalism, the following procedures are to be adhered to for a comprehensive and effective response:

- Notification of School Authority: Promptly notify the school principal or designee of the vandalism incident.
- Building and Grounds Personnel Notification: Notify building and grounds maintenance personnel to assess and address the immediate physical impact.
- Assessment of Severity: The School Principal, or designee, will assess the seriousness of the situation, gauging the level of assistance required, which may involve engaging local law enforcement.
- Identification of Perpetrators: If possible, attempt to identify the individuals involved in the act of vandalism.
- Witness Interviews and Statements: Conduct interviews with witnesses and obtain written statements detailing the incident.
- Documentation Process: Document the incident promptly, preparing an incident report that includes any witness statements. Submit this report to the School Principal or designee.
- Parent/Guardian Notification: Notify parents or legal guardians of the affected students about the vandalism incident.
- Disciplinary Measures: Determine appropriate disciplinary measures in response to the act of vandalism.
- Restitution Assessment: Evaluate any monetary restitution issues arising from the vandalism and determine the applicable amounts.

These procedures are established to ensure a systematic response to vandalism incidents, address immediate concerns, identify responsible parties, and implement appropriate disciplinary and restitution measures. Regular communication with parents and legal guardians is crucial for maintaining transparency and fostering a sense of responsibility within the school community.

Loss or Failure of Utilities

In the event of a utility failure, encompassing the loss of water, power, or other essential utilities on school grounds, the following comprehensive procedures are to be followed:

- **Immediate Action for Broken Utility Lines:** In the case of a broken water or electrical line, make an immediate effort to shut off water or power to the affected area. Simultaneously, notify the school administrator without delay.
- **Incident Commander Designation:** Upon receiving notification of a utility loss, the principal or designee assumes the role of Incident Commander. The Incident Commander will initiate appropriate emergency functions, including potential actions like Shelter in Place or Evacuate Building.
- **Communication with MPS General Counsel & Facilities Department:** The Incident Commander, during business hours, will promptly notify the MPS General Counsel & Facilities Department, specifying the location and nature of the emergency. The preferred vendor list may be engaged based on the Incident Commander's discretion.
- **Utility Company Coordination:** MPS General Counsel & Facilities Department personnel, collaborating with the Incident Commander, will contact the affected utility company. This communication aims to ascertain the necessity of their assistance, recommended actions, and the anticipated duration of the service interruption.
- **Evacuation Procedures:** If the Evacuate Building action is warranted, teachers will evacuate with student rosters and essential classroom emergency supplies. Attendance will be taken in a safe location. Special consideration will be given to students with cognitive disabilities.
- **Parent Notification via ParentSquare:** The Incident Commander will inform and update parents promptly through ParentSquare.
- **Utilization of Emergency Supplies:** School emergency supplies will be deployed as needed to compensate for the utility loss.
- **All Clear Action:** Once the incident is concluded, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- **Specific Concern Protocols:** In addition to the outlined procedures, the Incident Commander will implement specific protocols tailored to the nature of the utility concern (e.g., loss of water supply, power outage).

These procedures are established to ensure a swift, organized, and effective response to utility failures, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Bomb Threat/Suspicious Package

In response to the discovery of a suspicious package on campus grounds or the receipt of a threatening phone call indicating a potential explosion risk, the following procedures are implemented:

Response to Threatening Phone Calls:

- **Immediate Action:** The call taker aims to keep the caller on the line while alerting someone else to call 911. Simultaneously, the staff member calling 911 provides essential information to the operator:
 - Nature of threat on the phone line
 - School name
 - Phone number of the line receiving the threat
 - Name and contact information of the staff member
- **Informing the Principal:** The person answering the threat call informs the principal immediately and gathers and records information about the call, addressing bomb threat questions such as location, timing, appearance, motive, and contact details.
- **Voice Analysis and Background Evaluation:** Questions are complemented by evaluating the caller's voice and background noise for characteristics such as gender, age, accent, speech clarity, and background environment.
- **Incident Commander Designation:** The principal or designee assumes the role of the Incident Commander, advising the school. Law enforcement may instruct the school to wait for officers to arrive and conduct an

investigation. The Incident Commander, in consultation with law enforcement, determines appropriate emergency functions, such as Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.

Discovery of Suspicious Packages or Objects:

- Cell Phone and Radio Precautions: If unusual or suspicious packages, boxes, or foreign objects are discovered, all cell phones and hand-held radios are turned off to prevent potential triggering by radio frequencies.
- Object Discovery Protocol: Report the discovery to the Incident Commander while securing the immediate area without touching or disturbing the object. No attempt should be made to investigate or examine a suspicious object.
- Parent Notification via ParentSquare: The Incident Commander notifies and updates parents through ParentSquare.

Evacuation Procedures:

- Incident Commander's Decision: The Incident Commander, consulting with law enforcement, may alter emergency functions based on the situation. In case of a confirmed threat or bomb discovery, the Evacuate Building action is issued.
- Safe Evacuation: Staff and students evacuate using safe routes to the Assembly Area.
- Attendance and Missing Students: Teachers bring student rosters, take attendance at the Assembly Area, and account for students. Special consideration is given to students with cognitive disabilities. Teachers notify the Assembly Area Team of missing students.

Post-Incident Actions:

- Crisis Response Team: The Crisis Response Team convenes on-site for counseling and recovery.
- Inspection and All Clear: School activities do not resume until proper authorities inspect affected buildings and declare them safe. The Incident Commander initiates the All Clear action after the incident concludes.
- Off-Site Relocation: The Incident Commander may initiate an off-site relocation if conditions warrant.
- Incident Report: Following the incident, the Incident Commander completes a comprehensive bomb threat report for analysis and reflection.

These procedures are established to ensure a swift, organized, and effective response to bomb threats and suspicious packages, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Explosions/Risk of Explosions

In the unfortunate event of an explosion or the risk of explosion at the school, the following procedures should be followed:

- Initiate Drop, Cover, and Hold On: In the event of an explosion, all individuals should immediately initiate the Drop, Cover, and Hold On protocol.
- Incident Commander and Emergency Services: The principal or designee becomes the Incident Commander and promptly calls 911 to provide precise details of the emergency, including the location (e.g., building, room, area) and the nature of the incident.
- Consultation and Emergency Functions: The Incident Commander will consult with available law enforcement and, considering the potential for another imminent explosion, determine appropriate emergency functions. Actions may include Shelter in Place, Evacuate Building, or Relocation. Evacuation may be required in some buildings on campus, with others serving as shelters.
- Evacuation Procedures: In the event of an evacuation, staff and students will use prescribed routes or other safe routes to proceed to the Assembly Area.
- Attendance and Notifications: During evacuation, teachers will bring the student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are responsible for accounting for students with cognitive disabilities who may not have understood the directions, and they will notify the Assembly Area Team of missing students. The Incident Commander will promptly notify and update parents via ParentSquare.

- **Medical Assistance:** The Triage Team will promptly check for injuries and provide appropriate medical assistance.
- **Utilities and Building Security:** The Incident Commander will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities. The administrative team will secure the building entrance to prevent unauthorized persons from entering the school buildings.
- **Search and Rescue Activities:** If it is determined safe to enter affected areas, the Incident Commander will direct the administrative team to initiate search and rescue activities.
- **Reopening and Clearance:** Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or the appropriate agency provides clearance, and the Incident Commander authorizes such action.
- **Relocation Procedures:** The Incident Commander may initiate a Relocation if conditions warrant such a decision.
- **All Clear and Conclusion:** Once the incident has concluded, and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are established to ensure a swift, organized, and effective response to explosions or the risk of explosions at school, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Fighting or Riots

When dealing with a fight or the potential escalation to a riot, school staff should adhere to the following guidelines:

Fighting:

- **Communication and Assistance:** Utilize radio units or cell phones for communication. If not feasible, send a reliable student to the office to seek assistance. Speak loudly, demanding an immediate cessation of the behavior.
- **Collaboration and Intervention:** Seek assistance from other teachers to address the situation. If students begin to gather, work swiftly to disperse them.
- **Identification and Intervention:** Call out the names of involved students, if known, and inform them of their identification. For serious fights, especially those involving weapons, seek additional help from law enforcement personnel.
- **Separation and De-escalation:** Attempt to separate involved students using an assertive tone. Consider age, size, and personal safety before intervening physically. If successful in separating students, avoid further confrontational behavior. Allow students time to talk in a calm setting to gradually change the climate of the situation.

Riots:

- **Prevention and Sensitivity:** Encourage teachers and staff to be sensitive to the emotional climate and defuse tensions before problems escalate.
- **Law Enforcement and Assessment:** Notify local law enforcement of the disturbance and convene at a pre-designated site to evaluate the situation.
- **Emergency Response Plans:** Have a law enforcement officer assess and call for necessary resources, such as backup and emergency medical assistance.
- **Activate emergency plans, including:**
 - Instruct office staff to handle communications and initiate lockdown orders.
 - Notify transportation for appropriate buses for evacuation.
 - Assign staff to a temporary detention facility and log information.
 - Direct a teacher or designee to initiate lockdown and immobilize the campus.
- **Collaboration and Communication:** Collaborate with the MPS Outreach & Communications Department to brief a representative for media interactions.
- **Medical Treatment and Triage:** Assign staff to a pre-designated medical treatment/triage facility.

Remember, these protocols are established to ensure a swift, organized, and effective response, prioritizing the safety and well-being of students and staff during such incidents.

Crisis Response

A school crisis is an unexpected critical incident that poses a safety threat or disrupts the school day, impacting teaching, learning, and overall well-being. Common reactions include shock, confusion, and fear. While each crisis may affect individuals differently, it can have a broad and immediate impact on students and adults. Examples include accidents, violent incidents, deaths, natural disasters, or acts of terrorism.

Multi-Tiered Crisis Response Team Model:

Tier I: School Site Crisis Response Team:

- Initiates crisis response, assesses needed services, and provides direct interventions.
- Determines the need for additional assistance from the Home Office.
- May be activated during emergencies or as a stand-alone team.

Tier II: Academic Department (Director of Special Education and Services; Director of Student Services):

- Contacted by the school site for support beyond the team's scope.
- Provides consultation, direct intervention, assistance with communications, and guidance for recovery/SEL support.

Tier III: MPS Home Office Crisis Response Team:

- Engaged based on collaboration between the Academic Department and the school site.
- Offers consultation, direct intervention, communication support, and recovery guidance.

Crisis Response Procedures:

- **Activation and Assessment:** The principal or designee, as the Incident Commander, activates the School Site Crisis Response Team. The team, in collaboration with the Incident Commander, assesses the impact and triages students, staff, and parents/guardians.
- **Direct Intervention Services:** The Crisis Response Team delivers crisis intervention services, including psychological first aid.
- **Restoration of School Functions:** Advises and assists the Incident Commander in restoring regular school functions efficiently and quickly.
- **Limiting Exposure and Ongoing Assessment:** Takes measures to limit exposure to scenes of trauma, injury, and death. Provides ongoing assessment of needs and follow-up services as required.

These protocols are designed to ensure a comprehensive, organized, and effective response to crises, prioritizing the well-being of students, staff, and the school community.

Active Shooter/Gunfire

In the event of a threat of violence on campus or the sound of gunfire, lockdown procedures should be immediately implemented. An Active Shooter on Campus is defined as an individual or individuals on school grounds armed with a firearm, having caused injury or death with the firearm and demonstrating continued threat.

Procedures for Staff:

- Upon the first indication of an active shooter, staff must promptly notify the principal or designee, who assumes the role of Incident Commander.
- The Incident Commander initiates a lockdown, the recommended emergency response.
- A call to 911 is made, providing precise details of the incident. A designated person should remain on the line with the police if safe.
- Establish communication with classrooms through school phones, email, cell phones, or radios to keep everyone informed.
- Notify MPS Home Office through the HOST channel and request assistance.

- Collaborate with the MPS Outreach & Communications Department to inform and update parents via ParentSquare.

Principal/Designee and Crisis Response Team Responsibilities:

- Secure perimeter gates and ensure all individuals are safely behind locked doors.
- Initiate the process of accounting for all students and staff.
- Calm and control students through regular announcements. If safe, maintain separation between students and the perpetrator.
- If imminent danger is identified with an active shooter on campus, Rapid Relocation may be initiated, ensuring students are not placed in the gunman's path.

Rapid Relocation Procedures:

- Encourage quick evacuation through any safe exit. If leaving campus, the preferred off-site relocation point is chosen if the route is safe.
- Inform local law enforcement of the decision to leave campus and the chosen destination. Keep them updated on students and staff not reaching the relocation point.
- Calm students, establish a perimeter for safety, and re-establish Incident Command teams with available staff.
- The Triage Team collaborates with first responders for medical attention to the injured.
- The Incident Commander prepares a verified list of the wounded and their transport locations, coordinating with the School Site Crisis Response Team for parent notifications.
- All media inquiries are directed to the MPS Home Office Outreach & Communications Department.
- Once the incident concludes and the campus is declared safe, the Incident Commander initiates the All Clear action.
- A debrief session with staff and school police officers is conducted by the Incident Commander.

These crisis response protocols are established with the paramount goal of ensuring the safety, well-being, and efficient recovery of students, staff, and the school community in the face of unforeseen critical incidents. The collaboration between school personnel, law enforcement, and relevant agencies is crucial to swiftly and effectively address emergencies, minimize disruptions, and support the emotional and physical recovery of those affected. By adhering to these comprehensive procedures, we aim to create a secure and resilient environment conducive to the continued growth and success of our educational community.

Use of Facilities

In the event of disasters or emergencies, the school is committed to supporting the mandated emergency procedures established by law enforcement, government, or public safety agencies. This ensures that students and both certificated and classified staff follow necessary protocols, enabling the school to serve as a mass care and welfare shelter.

Evacuation

In the event that community conditions or internal school circumstances necessitate a site evacuation, the following steps should be undertaken:

- The principal or designee assumes the role of Incident Commander and will communicate evacuation instructions via the PA system. If the PA system is unavailable, alternative communication methods, such as messengers, will be employed. The principal will convey a calm demeanor, offer reassuring comments, affirm that the situation is under control, and provide clear directions.
 - Example Statement: "Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll books 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."
- The Incident Commander will activate the fire alarm system as a signal to initiate the evacuation process.

- Designated emergency team members/staff will secure medications, related documents, and other essential medical supplies/equipment, such as First Aid Kit, CPR, AED, Epi-Pen, and Sharps container.
- Teachers will instruct students to evacuate the building using designated routes and assemble in their assigned Assembly Area.
- Teachers will bring student rosters and any classroom emergency supplies, take attendance once the class is assembled in a safe location, and account for students with cognitive disabilities who may not have fully understood the directions. Missing students will be listed on the Missing Persons Report.
- Once assembled, teachers and students will remain in place until further instructions are provided.
- The Incident Commander will make necessary notifications to the Home Office and parents.
- Upon the conclusion of the incident and confirmation of campus safety, the Incident Commander will initiate the All Clear action.

Procedures for Responding to Students Who Self-Injure

Self-injury, characterized by the deliberate act of harming one's own body, is often an unhealthy coping mechanism for emotional pain, intense anger, or frustration. While this behavior may lack suicidal intent, it can escalate the risk of suicide due to underlying emotional issues. Consequently, students exhibiting self-injurious behaviors should be assessed for suicide risk.

Signs and Symptoms of Self-Injury:

- Frequent or unexplained bruises, scars, cuts, or burns.
- Consistent, inappropriate use of clothing to conceal wounds.
- Possession of sharp objects such as razor blades, shards of glass, or thumbtacks.
- Evidence of self-injury in journals, drawings, social networking sites, etc.

Risk Factors of Self-Injury:

- Age, with a higher prevalence among teenagers and young adults.
- Influence of friends engaging in self-injury.
- Psychosocial factors, including neglect, abuse, or traumatic events.
- Mental health issues, such as depression, anxiety disorders, post-traumatic stress disorder, and eating disorders.
- Alcohol or drug abuse.

Protocol for Responding to Self-Injury:

- Respond immediately or as soon as practically possible.
- Supervise the student at all times.
- Seek medical attention as needed.
- Conduct an administrative search for access to means such as razor blades, shards of glass, other sharp instruments, or medications.
- Assess for suicide risk using appropriate protocols.
- Communicate with and involve the parent/guardian to address the self-injurious behavior promptly.

Awareness for Parents/Caregivers:

- Encourage appropriate coping and problem-solving skills.
- Listen calmly and empathetically, avoiding shaming reactions.
- Develop a safety plan with the student.
- Notify identified adults in the safety plan and provide information on the adult gatekeepers.

Self-Injury and Contagion:

- Respond immediately to identified students.
- Assess each student for suicide risk individually.
- Supervise students separately if identified as engaging in self-injurious behaviors.
- Consider making a mental health referral for students exhibiting self-injurious behaviors.

Response to Self-Injury and Contagion within the School Community:

- Address self-injury with students individually.
- Avoid discussing self-injurious behaviors in group settings.
- Conduct informational parent meetings, inviting all parents/guardians for psycho-education, awareness, and tools for addressing self-injurious behaviors.
- Supervise students and children during parent/guardian meetings.
- Consult with the Outreach & Communications Department for dissemination of information regarding parent/guardian meetings or other media matters.

These procedures are established to ensure a compassionate and effective response, prioritizing the well-being of students and fostering a safe and supportive school environment.

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 the 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.

Emergency Drills

The school shall conduct emergency drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or 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 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

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 or designee.

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 were taken by the school.
- Announce new changes made after the incident has passed.

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. Schoolwide communication will be sent via ParentSquare.

Safety Supply/Equipment

The School Principal and/or designee, alongside the School Safety Management 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, such as classrooms.

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for directing team activities and keeping everyone informed of the overall status. Furthermore, responsible for assessing the adequacy of available water, food, sanitation, and other supplies and organizing the distribution of resources for immediate use. Specific duties may include

- Reporting equipment and supply needs
- Estimate the number of persons requiring food/shelter/care
- Work Incident Commander to determine the length of time care will be needed
- Inventory supplies on hand
- Distributing emergency water and food supplies
- 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 the School Safety Management Team include:

- 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

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
- Antibacterial 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.

Plant Inspections

The School Principal, or designee, with the assistance of local support personnel where necessary, will inspect and ensure that the school is clean, and secured, all paths of egress are open and well lit is essential to the safety and well-being of all students and staff members of Magnolia Public Schools.

Essential Checklist: Plant Inspections

- A walk-through will be performed at least twice annually by the principal and/or designee to ascertain any unsafe conditions that are hazardous to the staff or student's 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 Committee will review the walk-through. A timeline for the completion of necessary corrections will be reviewed and assessed monthly.
- The School Principal and/or designee 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.
 - 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.

RECOVERY

Schools as Pillars of Support in Emergencies

Schools play a pivotal role in aiding members of the learning community in both preparing for and recovering from emergencies or disasters. Whether stemming from natural events like earthquakes, fires, and loss, or man-made events such as tragic incidents, student overdoses, or acts of terror, a school's approach to post-emergency support is most effective when it addresses diverse levels of need among students. The provision of varying degrees of support, including opportunities for smaller group meetings, becomes critical for those requiring more in-depth assistance, thereby complementing the general support offered to all students.

In the aftermath, the responsibility for implementing recovery strategies typically falls on the shoulders of school psychologists, counselors, social workers, and potential community mental health partners, all of whom may serve as members of the Crisis Response Team. Encouragingly, all adults involved are urged to contribute by modeling calm, caring, and thoughtful behavior.

Supporting Someone After a Crisis

When supporting someone after a crisis, it is important to be present and supportive. Use verbal, nonverbal, and paraverbal communication to convey your care and concern. Ask open-ended questions to identify how they are feeling and listen with empathy. Do not rush them to talk about the incident.

If you are feeling overwhelmed, take some time to gain your composure. Ask for a staff member to step in if you need to leave the room. Coordinate with other staff to address the immediate needs of the staff involved.

It is important to remember that you cannot provide effective support until you have reached physical and emotional calm.

Guiding Therapeutic Rapport through Time

1. Supporting in the Present - Helps rebuild relationships and build bridges of communication. The trust and relationship that you establish at this point are crucial to the de-escalation of a future crisis.
2. Understanding the Past - Allows the person to reflect on their actions and consider the impact on others. This helps to uncover what happened and identify any patterns and Precipitating Factors, which can help in planning for the future.
3. Planning for the Future - Results in learning and development of approaches by collaborating and problem-solving. Planning creates a sense of responsibility and ownership for the individual. It also helps staff prevent crisis behaviors and improve their approaches.

Therapeutic Rapport Considerations

When engaging with individuals in therapeutic settings, it is crucial to take into account several factors that significantly influence the dynamics of the counseling relationship:

- Age: An individual's age plays a pivotal role in shaping their ability to comprehend and actively participate in therapy. Consider the developmental stage, as younger children might struggle to express emotions or grasp complex concepts, while older adults bring different life experiences and concerns.
- Cognitive Functioning: Cognitive abilities vary among individuals, affecting their capacity to process information and follow instructions. Modify therapeutic approaches to accommodate diverse cognitive functioning levels and ensure effective communication.
- Culture: Cultural background deeply influences expectations about counseling and communication styles. Cultivate respect for individuals' cultural values and beliefs, recognizing the potential impact of cultural differences on the therapeutic relationship.
- Gender Identity: An individual's gender identity significantly shapes their experiences and interpersonal connections. Create an affirming and safe space that respects and acknowledges clients' gender identities, fostering an environment conducive to exploring gender expression.

- **Previous Life Experiences:** Past life experiences profoundly mold an individual's thoughts, emotions, and behaviors. Be attuned to the potential impact of these experiences on the therapeutic relationship, recognizing their role in shaping an individual's progress.

In acknowledging and adapting to these diverse factors, support staff can enhance the effectiveness of therapeutic interventions, fostering a more inclusive and supportive environment for all individuals seeking assistance.

Strategies for the Crisis Response Team: Supporting Students and Staff After a Crisis

1. **Immediate Debriefing:** Conduct immediate debriefing sessions to allow team members to share their experiences, feelings, and observations.
2. **Provide Safe Spaces:** Establish designated safe spaces within the school where students and staff can seek solace and support.
3. **Structured Group Sessions:** Organize structured group sessions led by mental health professionals to address collective concerns and promote a sense of community.
4. **Resource Distribution:** Distribute informational resources and support materials to students and staff, outlining available counseling services and coping mechanisms.
5. **Collaborative Outreach:** Collaborate with external mental health organizations to provide additional resources and expertise.
6. **Peer Support Networks:** Facilitate the creation of peer support networks among students and staff to encourage mutual assistance.
7. **Long-Term Counseling Services:** Ensure access to long-term counseling services for both students and staff members, recognizing that recovery is an ongoing process.

Strengthening Staff Responses and Fostering Resilience

To enhance staff responses to incidents, it is crucial to conduct an objective assessment of the current response. Take time to reflect on the incident and engage in open dialogue with fellow staff members who were involved. This collaborative process can uncover valuable insights and identify areas for improvement.

Managing a crisis is a challenging experience that can have a profound impact on everyone involved, including staff members. Recognizing the potential trauma of these situations is the first step toward building resilience. Taking care of one's self during this time is essential for both physical and emotional well-being.

Building Resilience:

- **Reflect on the Experience: Acknowledge thoughts, feelings, and physical reactions to the incident.** Reflecting on the experience helps in processing emotions and developing effective coping mechanisms.
- **Practice Self-Care:** Prioritize self-care activities to maintain overall well-being. Ensure individuals get enough sleep, maintain a healthy diet, engage in regular exercise, and spend quality time with loved ones. Self-care provides the strength needed to cope with the challenges of crisis management.
- **Seek Professional Support:** If coping is challenging following the aftermath of a crisis, seeking professional support from a therapist or counselor can be immensely beneficial. A professional can assist in understanding emotions and developing healthy coping mechanisms tailored to your needs.

By fostering open dialogue, engaging in self-reflection, and prioritizing self-care, staff members can collectively navigate the aftermath of crises. Recognizing the trauma and proactively seeking support contribute to building resilience and fostering a supportive community within the school environment.

Recovery information is adopted from: Crisis Prevention Institute (2023). Nonviolent crisis intervention training. 3rd Edition.

Glossary

MPS = Magnolia Public Schools

CMO = Charter Management Organization

PBIS = Positive Behavioral Interventions & Supports

SEL = Social-Emotional Learning

ISS = In School Suspension

ODR = Office Discipline Referral

ADA = Average Daily Attendance

LCAP = Local Control and Accountability Plan

PAC = Parent Advisory Committee

PTF = Parent Task Force

UCP = Uniform Complaint Procedures

CDE = California Department of Education

IDEA = Individuals with Disabilities Education Act

IEP = Individualized Education Program

504 = Section 504 of the Rehabilitation Act of 1973

SSPT = Student Services and Programs Team

HOST = Home Office Support Team

Comprehensive School Safety Plan (CSSP): A detailed school emergency preparedness plan that covers prevention, response, and recovery procedures.

Incident Commander: The person responsible for directing emergency operations during a crisis.

Assembly Area: A designated safe location where students and staff gather during building evacuations to facilitate attendance taking.

Lockdown: An emergency protocol that secures school buildings and grounds during situations involving threats of violence.

ParentSquare: A school-to-home engagement platform used by the school to communicate essential information to parents/guardians.

Emergency Supplies: Resources like first aid kits, flashlights, batteries, blankets, and food/water that are critical for dealing with crises.

All Clear: An announcement made by the Incident Commander indicating that a crisis or emergency has ended and normal school operations can resume.

Crisis Response Team: A multidisciplinary school team trained in crisis preparedness, intervention, and recovery strategies to support the school community during and after critical incidents.

Recovery: The process of assisting students, staff, families and the greater school community in healing and overcoming trauma in the aftermath of a crisis/emergency.

Comprehensive Safe School Plan Quick Reference Guide

Magnolia Science Academy 5 MAGNOLIA PUBLIC SCHOOLS



18238 Sherman Way,
Reseda, CA 91335
(818) 705-5676
Ali Kaplan, Principal
akaplan@magnoliapublicschools.org

Comprehensive Safe School Plan

Quick Reference Guide

Magnolia Science Academy 6 Magnolia Public Schools



745 S. Wilton Place,
Los Angeles, CA 90005
(310) 842-8555
James Choe, Principal
jchoe@magnoliapublicschools.org

A meeting for public input was held on December 15, 2023

Plan Revised January 29, 2024

Plan approved by MAGNOLIA PUBLIC SCHOOL GOVERNING
BOARD for review February 8, 2024

This document is available for public inspection during regular business hours at 7:30am - 4:00pm.

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

**Magnolia Science Academy 6
Comprehensive School Safety Plan
2024-2025**

Magnolia Science Academy 6’s Parent Advisory Committee certifies that the requirements of California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan.

Name	Agency	Contact Email
Parent Advisory Committee/Safety Planning		
Name	Title	Contact Email
James Choe	Principal	jchoe@magnoliapublicschools.org
Jacob Theis	Certificated	jtheis@magnoliapublicschools.org
Maria Huezo	Classified	mhuezo@magnoliapublicschools.org
Mr. Luis Escamilla	Parent	luis.escamilla1978@gmail.com
Ms. Yuhjin Kim	Parent	yuhjinkim3915@gmail.com

Our Mission

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

Our Vision

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

About our School as a Safe Place to Learn

What is the vision of a school that is a safe place to learn? What does the parent advisory committee want the school to look like?

At Magnolia Public Schools, we envision a vibrant learning community where every student feels safe, nurtured, and respected. Proactive efforts foster a positive and inclusive environment that empowers students to thrive academically, socially, and emotionally.

Contents

Comprehensive Safe School Plan	1
Quick Reference Guide	1
PURPOSE & PREPARATION	5
Statement of Purpose	5
Safety Goals and Objectives	5
Assessment of Data	5
Local Crime Data	5
School-wide Data	6
Component 1: School Climate	7
Component 2: Goal#2	7
Component 3: Goal#3	7
School Maps	9
Emergency Drills	10
Status Report Form	10
Emergency Drill Evaluation	11
Emergency Drill Calendar	12
H.O.S.T. Crisis Communication	12
CSSP Definitions for School	14
Emergency Teams:	14
School Emergency Contacts Chart	14
School Incident Command System and Emergency Teams	15
School Site Specific Considerations	17
Facilities Map	17
Emergency Map	17
Emergency Supplies and Equipment Location	17
Crisis Response Team Chart	18
Additional Contacts	19

PURPOSE & PREPARATION

Statement of Purpose

The Comprehensive School Safety Plan is designed to foster a secure school environment, fostering an optimal learning experience and elevating student academic achievement. This plan is strategically implemented to safeguard the well-being of students and staff, offering a structured response to emergencies and a set of guidelines for preparedness. The primary objectives of this plan include:

1. Ensuring the safety and welfare of students and staff.
2. Providing a coordinated and effective response to emergency situations.
 - Encouraging collaboration among co-located schools for a unified emergency response. This collaborative effort encompasses comprehensive goals, activities, teams, and timelines, ensuring a collective commitment to the well-being of all individuals on campus.
3. Safeguarding the school's facilities and property.
4. Facilitating a swift restoration to normal conditions in the aftermath of an emergency, minimizing confusion.
5. Coordinating with local emergency services when necessary to enhance overall emergency response capabilities.

Safety Goals and Objectives

The emergency safety plans are carefully developed to address a range of potential crises, including natural disasters and fires. The school sites participate in regular disaster drills conducted throughout the academic year to ensure that students and staff are well-prepared for any emergency scenario. A crucial part of our planning process involves each MPS school site conducting a thorough review of school-specific data, leading to the identification of specific goals for the school year. This proactive approach ensures that our emergency preparedness measures are tailored to the unique needs and challenges of each school site, fostering a safe and secure learning environment for everyone in our community.

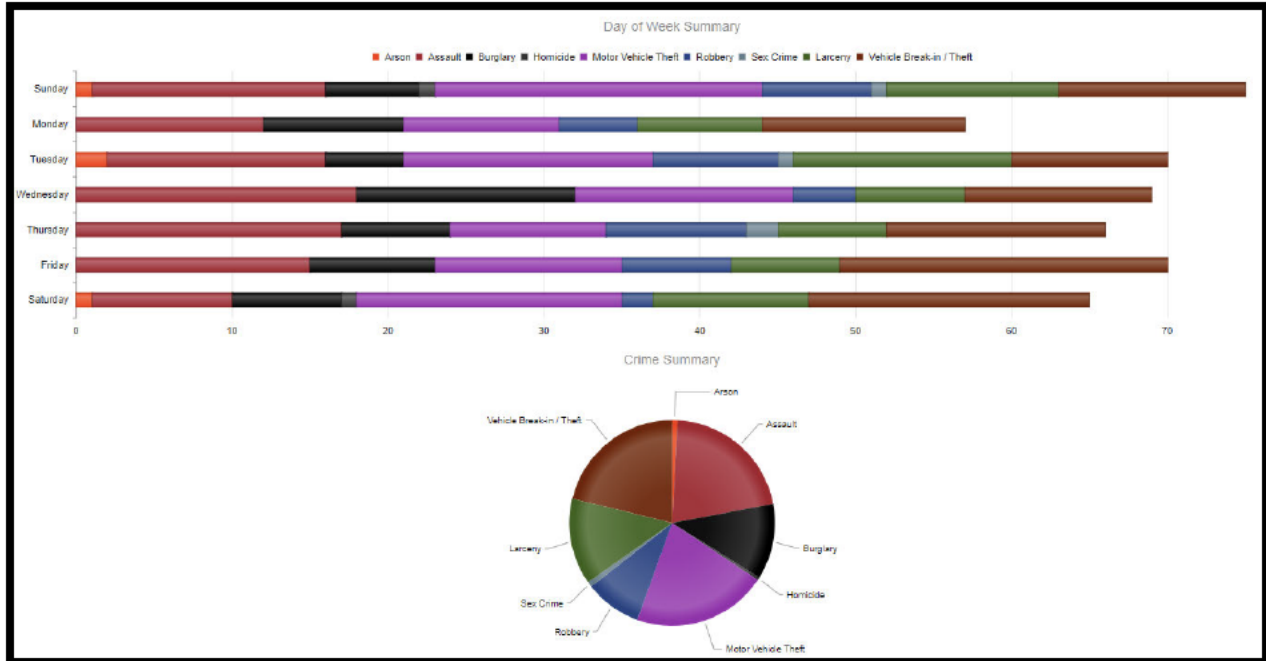
Assessment of Data

Local Crime Data

Data Source reviewed to develop statistical analysis was local Law Enforcement crime data via [crimemapping.com](https://www.crimemapping.com)

The top three crime violations in the area of 90005 from 11/13/2023 to 12/11/2023:

Type	Number
Total Crimes during time period	472
#1 : Assault	100
#2 : Motor Vehicle Theft	100
#3 : Motor Vehicle Break In	100



This data is represented by the following graphic pulled from source website:

<https://crimemapping.com/map/location/90201,%20Bell,%20CA,%20USA?id=dHA9MCN0dj02NTEyODNhZSNsb2M9MTE2NTYwNiNsbsmc9NTUjcGw9NjY3MDg0I2xicz0xND00MTMxMjkwI2xuPUVhZ2xlTG9jYXRvcg==>

School-wide Data

Data regarding the school community was compiled from Infinite Campus, local records, and logs. Data was reviewed on **December 11, 2023**. The following data was reviewed:

	2020-21	2021-22	2022-23	As of 12/11/2023
Suspension Data	N/A (Distance Learning)	1%	3.1%	1.8%
Expulsion Data	0%	0%	0%	0%
Average Daily Attendance (ADA) Rate	96.48	92.76%	93.42%	94.49%
Chronic Absenteeism Rate	11.6%	33%	32%	21%
Graduation Rate	N/A	N/A	N/A	N/A

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
- Parent Advisory Committee
- 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.

Component 1: School Climate

Goal(s): All employees will uphold and implement all stated policies 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 plan.
- Related Activities: Review regularly during Professional Learning Sessions, completion of training through CharterSafe, committee meetings, and safety meetings.
- Resources needed: Safety plan
- Person(s) responsible for implementation: Designated Administrator, Safety Committee
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Educational Partner Surveys

Component 2: Goal #2

Goal(s): MSA 6 will deliver high-quality education to more students more frequently.

- Objective: MSA 6 will improve its attendance and absenteeism data, decrease its chronic absenteeism rate to below 20%, and increase average daily attendance to above 97%.
- Related Activities: Regular data examinations, frequent attendance correspondence with educational partners, SSPT and SART meetings, and PBIS.
- Resources needed: Attendance reports, data trackers, SSPT and SART templates, PBIS rewards
- Person(s) responsible for implementation: Assistant Principal, Office Manager, Attendance team.
- Budget: Refer to the school's annual budget.
- Evaluation guidelines: ADA Reports and Chronic Absenteeism Reports

Component 3: Goal #3

Goal(s): MSA 6 will deliver weekly social-emotional learning lessons through our life skills class to give students necessary coping skills throughout the school year and beyond.

- Objective: MSA6 will have a decrease in the number of suspensions from our previous year and have an end goal of having less than 1% of suspensions in any given year.
- Related Activities: Regular meetings with the administration and the teacher who is implementing the SEL program will be necessary. Inviting professional development of implementing our SEL program, the Leader in Me.
- Resources needed: Leader in Me and standing meetings with the SEL coach/teacher.
- Person(s) responsible for implementation: Principal, Assistant Principal, and Life Skills teacher
- Budget: \$10,500
- Evaluation guidelines: CA dashboard

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:

Emergency Drill Evaluation

MPS Emergency Drill Evaluation ([Google Form](#))

The MPS Emergency Drill Evaluation collects the following information:

- School site
- When did the emergency drill take place?
- Drill Type
- Date Conducted
- Time Started and Time Completion
- Alert Type
- Did everyone on campus participate?
- If parents/guardians participated, what were their roles?
- Rate students' performance of emergency procedures.
- Rate faculty's performance of emergency procedures.
- Rate emergency team performance of duties.
- Rate accounting for everyone.
- Rate alert system.
- Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill?
- List the top lesson learned from this drill and how it will be addressed.
- What school-site training support would improve emergency drills and/or preparedness?

Comprehensive School Safety Plan

Magnolia Science Academy 7 MAGNOLIA PUBLIC SCHOOLS



18355 Roscoe Boulevard
Northridge, CA 91325
818-886-0585

Meagan Wittek, Principal
mwittek@magnoliapublicschools.org

A meeting for public input was held on January 16, 2023

Plan Revised January 24, 2024

Plan approved by
MAGNOLIA PUBLIC SCHOOL GOVERNING BOARD
February 8, 2024

This document is available for public inspection during regular business hours at 7:30am - 4:00pm.

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number, and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet

**Magnolia Science Academy 7
Comprehensive School Safety Plan
2024-2025**

MSA 7’s Parent Advisory Committee certifies that the requirements of California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan.

Name	Agency	Contact Email
Parent Advisory Committee/Safety Planning		
Name	Title	Contact Email
Meagan Wittek	Principal	mwittek@magnoliapublicschools.org
Gil Yoon	Certificated -	gyoon@magnoliapublicschools.org
Jennifer Rivera	Certificated -	jrivera@magnoliapublicschools.org
Anita Padilla	Classified -	apadilla@magnoliapublicschools.org
Tiffany James	Parent	
Nilly Khabis	Parent	
Veronica Ascencio	Parent	
Helen Quiroa	Parent	
Karen Marmol	Parent	
Josephine Waseh	Parent	
Ayisa Abioye	Parent	

Our Mission

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

Our Vision

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

About our School as a Safe Place to Learn

At Magnolia Public Schools, we envision a vibrant learning community where every student feels safe, nurtured, and respected. Through proactive efforts, we foster a positive and inclusive environment that empowers students to thrive academically, socially, and emotionally.

Contents

PURPOSE & PREPARATION	8
Statement of Purpose	8
Plan Organization	8
Safety Goals and Objectives	8
Assessment of Data	9
Local Crime Data	9
School-wide Data	10
Component 1: School Climate	10
Component 2: Goal#2	11
Component 3: Goal#3	11
School Maps	12
Emergency Drills	13
Status Report Form	13
Emergency Drill Evaluation	14
Emergency Drill Calendar	15
H.O.S.T. Crisis Communication	15
PREVENTION	17
Employee Preparedness	17
Employee Skills	17
Employee/Student Special Needs	17
Emergency Onsite Personnel	18
Child Abuse and Neglect Reporting	18
Reportable Offenses	18
Responsibility for Reporting	18
Reporting Procedures	18
Investigation of Suspected Child Abuse or Neglect by Peace Officers - PC 11174.3	19
Releasing a Student to a Peace Officer - EC 48906	19
Procedures for Safe Ingress and Egress from School	19
Social Climate: School and Physical Environment	20
Effective Communication	20
Parent Concern	21
Students Responsibilities	21
Parent Responsibilities	22
School Responsibilities	22
Building Capacity for Engagement	23
Infinite Campus	23
ParentSquare	23
Parent Advisory Committee (PAC)	23
Parent Task Force (PTF)	23
Professional Development	24
Physical Environment	24
	4

Multi-Tiered System of Response to Behavior	24
Suspension and Expulsion Policy and Procedures	30
Procedures	31
Reflection	31
In School Suspension	32
Grounds for Suspension and Expulsion of Students	32
Enumerated Offenses	32
Suspension Procedure	38
Authority to Expel	39
Expulsion Procedures	39
Special Procedures for Expulsion Hearing Involving Sexual Assault or Battery Offenses	40
Record of Hearing	41
Presentation of Evidence	41
Expulsion Decision	41
Written Notice to Expel	42
Disciplinary Records	42
Expulsion Appeals	42
Interim Placement	42
Rehabilitation Plans	43
Readmission or Admission of Previously Expelled Student	43
Notice to Teachers	43
Involuntary Removal for Truancy	43
Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities	43
Students with an IEP	46
Procedures for Notifying Teachers	47
Title IX	49
Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy	49
Title IX, Harassment, Intimidation, Discrimination, and Bullying Coordinator (“Coordinator”)	49
Definitions - Prohibited Unlawful Harassment	49
Prohibited Unlawful Sexual Harassment	50
Prohibited Bullying	51
Bullying and Cyberbullying Prevention Procedures	52
Grievance Procedures	53
Title IX, Harassment, Intimidation, Discrimination, and Bullying Complaint Form	60
Uniform Complaint Policy and Procedures	61
Uniform Complaint Procedures (UCP) Policies and Procedures	61
Scope	61
Compliance Officer	63
Notifications	63
Procedures	64
Appeals to the CDE	65

Civil Law Remedies	66
General Complaint Procedures Form	67
General Complaint Procedures	68
General Complaint Procedures Form	70
Professional Boundaries: Staff/Student Interaction Policy	71
Corporal Punishment	71
Acceptable and Unacceptable Staff/Student Behavior	71
Duty to Report Suspected Misconduct	72
Examples of Specific Behaviors - Unacceptable Staff/Student Behavior (Violations of this Policy)	72
Unacceptable Staff/Student Behavior without Parent and Supervisor Permission:	72
Cautionary Staff/Student Behaviors	72
Acceptable and Recommended Staff/Student Behaviors	72
Dress Code/Uniforms	73
A Free MPS Uniform Set	73
Religious Head Coverings	73
Free Dress & Theme Dress Days Code	73
MPS Student Uniform Policy	74
RESPONSE	76
Disaster Response Procedures	76
Emergency and Crime Response	76
Fire	76
Lockdown	77
Medical Emergency	77
Earthquakes	78
Assaults	79
Biochemical/Hazardous Materials	80
Disorderly Conduct	80
Vandalism	81
Loss or Failure of Utilities	82
Bomb Threat/Suspicious Package	82
Explosions/Risk of Explosions	83
Fighting or Riots	84
Crisis Response	85
Active Shooter/Gunfire	85
Use of Facilities	86
Evacuation	86
Procedures for Responding to Students Who Self-Injure	87
Floor Plan	88
Emergency Drills	88
School Safety Management Team and Operations	88
Guidelines for Handling the Media	88
Parental Notification	89

Safety Supply/Equipment	89
Plant Inspections	90
RECOVERY	92
Schoolwide Supporting Documents	94
Glossary	95
Comprehensive Safe School Plan Quick Reference Guide	97
CSSP Definitions for School	98
Emergency Teams:	98
School Emergency Contacts Chart	98
School Incident Command System and Emergency Teams	98
School Site Specific Considerations	101
Emergency Supplies and Equipment Location	101
Crisis Response Team Chart	101
Additional Contacts	102

PURPOSE & PREPARATION

Statement of Purpose

The Comprehensive School Safety Plan is designed to foster a secure school environment, fostering an optimal learning experience and elevating student academic achievement. This plan is strategically implemented to safeguard the well-being of students and staff, offering a structured response to emergencies and a set of guidelines for preparedness. The primary objectives of this plan include:

1. Ensuring the safety and welfare of students and staff.
2. Providing a coordinated and effective response to emergency situations.
 - Encouraging collaboration among co-located schools for a unified emergency response. This collaborative effort encompasses comprehensive goals, activities, teams, and timelines, ensuring a collective commitment to the well-being of all individuals on campus.
3. Safeguarding the school's facilities and property.
4. Facilitating a swift restoration to normal conditions in the aftermath of an emergency, minimizing confusion.
5. Coordinating with local emergency services when necessary to enhance overall emergency response capabilities.

Plan Organization

Effectively managing emergencies demands a dual focus on thorough emergency preparedness and efficient emergency response capabilities. The Comprehensive School Safety Plan is organized into five essential components:

1. Purpose and Preparation: This component addresses anticipated threats and hazards to the school, emphasizing safety needs before, during, and after an incident. It serves as the proactive foundation for comprehensive emergency preparedness.
2. Prevention: Focused on education and awareness strategies, this component aims to empower members of the learning community with the knowledge and tools to prevent incidents. Proactive measures play a pivotal role in ensuring a secure environment.
3. Response: Strategies and procedures for drills and handling potential threats are outlined. This component ensures a swift and coordinated response during emergency situations, contributing to the preparedness of both students and staff.
4. Recovery: Post-incident, this component centers on establishing therapeutic rapport and utilizing school and community-based resources to address the emotional impact of the crisis. Recovery efforts are crucial for restoring a sense of normalcy within the learning community.
5. Quick Reference Guide: Serving as an internal tool, the Quick Reference Guide enables the rapid activation of the team and safety protocols specific to potential incidents within the learning community. This guide enhances the efficiency and coordination of emergency response efforts.

Safety Goals and Objectives

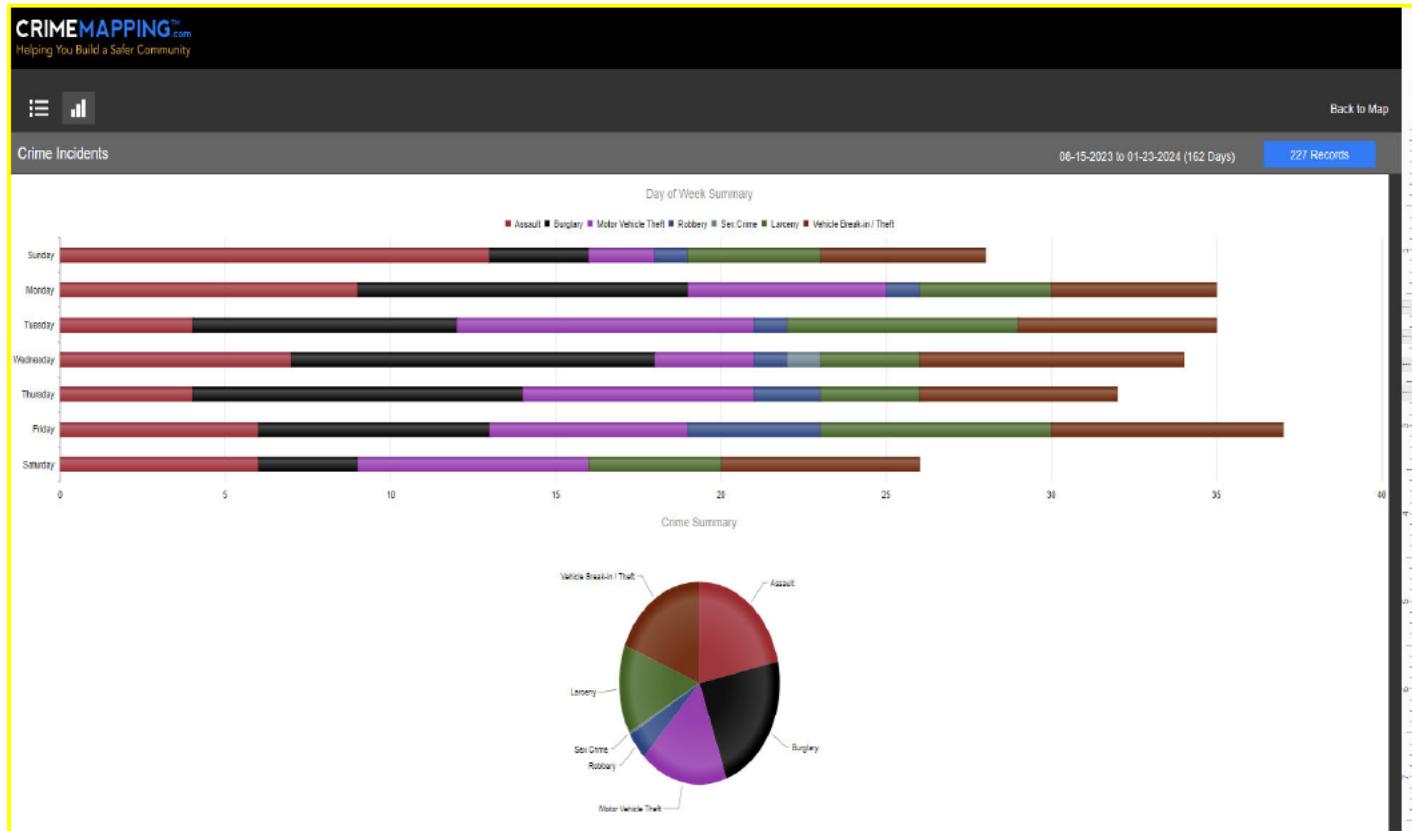
The emergency safety plans are carefully developed to address a range of potential crises, including natural disasters and fires. The school sites participate in regular disaster drills conducted throughout the academic year to ensure that students and staff are well-prepared for any emergency scenario. A crucial part of our planning process involves each MPS school site conducting a thorough review of school-specific data, leading to the identification of specific goals for the school year. This proactive approach ensures that our emergency preparedness measures are tailored to the unique needs and challenges of each school site, fostering a safe and secure learning environment for everyone in our community.

Assessment of Data Local Crime Data

Data Source reviewed to develop statistical analysis was local Law Enforcement crime data via [crimemapping.com](https://www.crimemapping.com)

The top three crime violations in the area of 91325 from 8/15/2023 to 1/23/2024:

Type	Number
Total Crimes during time period	227
#1 Burglary	52
#2 Assault	49
#3 Vehicle Break-In/Theft	43



This data is represented by the following graphic pulled from source website:

<https://www.crimemapping.com/map/location/91325,%20Northridge,%20CA,%20USA?id=dHA9MCN0dj02NTc3YT Y2NiNsb2M9MTE1MDM1NiNsbmc9NTUjcGw9NjYzNTk212xicz0xND00MTUyNzA112xuPVdvcmxk>

School-wide Data

Data regarding school community was compiled from Infinite Campus, local records, and logs. Data was reviewed on December 1, 2023. The following data was reviewed:

	2020-21	2021-22	2022-23	Currently as of 1/24/2024
Suspension Data Out-of-School	0	1	0	0
Suspension Data In-School	0	0	0	0
Expulsion Data	0	0	0	0
Office Discipline Referrals ODRs	N/A	89	86	60
Average Daily Attendance (ADA) Rate	97.09%	92.35%	93.22%	94.06%
Chronic Absenteeism Rate	n/a	24.5%	21.5%	16.49%
Graduation Rate	n/a	n/a	n/a	n/a

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
- Parent Advisory Committee
- 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.

Component 1: School Climate

Goal(s): All employees will uphold and implement all stated policies 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 plan.
- Related Activities: Review regularly during Professional Learning Sessions, completion of training through CharterSafe, committee meetings, and safety meetings.
- Resources needed: Safety plan
- Person(s) responsible for implementation: Designated Administrator, Safety Committee

- Budget: Refer to schools' annual budget
- Evaluation guidelines: Educational Partner Surveys

Component 2: Goal#2

Goal(s): Implement a Multi-Tiered System of Response to Behavior to support all student behavior and social-emotional health.

- Objective: Maintaining and reinforcing positive behavior through intervention supports.
- Related Activities: Conduct SSPT and PBIS Meetings monthly or when needed
- Resources needed: MTSS Referral Form, Multi-Tiered support, and Intervention Charts
- Person(s) responsible for implementation: Designated Administrator, MTSS Coordinator, Teacher & Staff. PBIS Team
- Budget: Refer to schools' annual budget
- Evaluation guidelines: PBIS Data Tracker, Office Referrals, Infinite Campus Behavior Management Logs

Component 3: Goal#3

Goal(s): Implement an attendance program that supports a positive school culture where students attend school on a daily basis and are on time to school.

- Objective: Increase our ADA and decrease our Chronic Absenteeism and Truancy percentage
- Related Activities: Attendance Awards, Attendance Raffle Prizes, Brag Tags, Paws to Share
- Resources needed: Monthly Tracker, Attendance Letters, Prizes and Awards, Funding
- Person(s) responsible for implementation: Designated Administrator, Office Staff, All Staff
- Budget: \$2000
- Evaluation guidelines: Attendance Monthly Tracker, Data Reports on ADA, Chronic Absenteeism, and Truancy, Percentages are increasing or decreasing

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:

Emergency Drill Evaluation

MPS Emergency Drill Evaluation ([Google Form](#))

The MPS Emergency Drill Evaluation collects the following information:

- School site
- When did the emergency drill take place?
- Drill Type
- Date Conducted
- Time Started and Time Completion
- Alert Type
- Did everyone on campus participate?
- If parents/guardians participated, what were their roles?
- Rate students' performance of emergency procedures.
- Rate faculty's performance of emergency procedures.
- Rate emergency team performance of duties.
- Rate accounting for everyone.
- Rate alert system.
- Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill?
- List the top lesson learned from this drill and how it will be addressed.
- What school-site training support would improve emergency drills and/or preparedness?

PREVENTION

Employee Preparedness

Our commitment to ensuring a safe and secure school environment involves comprehensive measures to prepare and empower our staff for effective response during emergencies. Here are the key components of our Employee Preparedness plan:

Ongoing Preparedness Measures:

- Regular review of the Comprehensive School Safety Plan and other emergency policies and procedures.
- Familiarization with each employee's role during emergency situations.
- Knowledge and evaluation of required drills, ensuring staff are well-versed in emergency response procedures.
- Familiarity with the layout of buildings, grounds, and all emergency procedures.
- Review of the locations of emergency exits, fire extinguishers, fire alarms, and emergency equipment and supplies.
- Attendance at updated training sessions covering first aid, CPR, the use of fire extinguishers, and search and rescue, as necessary.

Employee Skills

At the commencement of each school year, the School Principal or designee will seek input from instructional and non-instructional staff to identify individuals with special skills or experiences that could be beneficial during an emergency. These employees may be assigned specific emergency management roles, such as first aid, CPR, search & rescue, and fire extinguisher training and certification.

The instructional staff is responsible for the following:

- Presenting instruction to students about emergency preparedness plans and student responsibilities during major emergencies.
- Maintaining readily accessible attendance sheets for use during evacuations.
- Updating and storing classroom emergency kits in safe, accessible locations.
- Full participation in fire, earthquake, and evacuation drills.
- Developing planned activities for students during periods of confinement in emergencies.

The School Principal, or designee, is responsible for the following:

- Assigning employees to specific roles based on their skills, abilities, and normal functions.
- Ensuring that all employees are familiar with site maps, evacuation plans, and are trained in emergency response roles.
- Updating lists of employees trained in first aid, CPR, fire extinguisher use, and search and rescue, arranging for update training as necessary.
- Regularly updating site floor plans showing evacuation routes, assembly areas, emergency supplies, equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut-off valves.
- Posting emergency procedures in visible locations across the school.
- Updating the list of disabled students or employees, arranging for evacuation assistance or other special assistance as needed.
- Testing the site warning system and ensuring signal recognition by employees and students.
- Conducting an inventory of all emergency supplies and equipment, replacing used or outdated items.
- Maintaining a list of emergency phone numbers in readily accessible locations.

Employee/Student Special Needs

Employees and students with special needs are encouraged to self-identify their specific requirements during emergencies. At the beginning of each school year, parents are asked to provide written information and

instructions concerning the specific needs of students. Areas of the school with employees and/or students with permanent mobility impairments should maintain any necessary evacuation devices on each floor where such individuals are located.

Emergency Onsite Personnel

Emergency phone contacts for staff 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.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

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

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

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

Reportable Offenses

A mandated reporter is obligated to report whenever, in their professional capacity or within the scope of their employment, they have knowledge of or observe a child whom they know or reasonably suspect has been the victim of child abuse or neglect (Penal Code 11166).

Responsibility for Reporting

Mandated reporters must take immediate action whenever they have knowledge of or observe suspected child abuse or neglect within their professional capacity or employment scope (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).

- Los Angeles County 800-540-4000 or <https://reportChildAbuseLA.org>
- Orange County 714-940-1000 or 800-207-4464 and [Forms | County of Orange Social Services Agency](#)
- San Diego County 858-560-2191 or 800-344-6000

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).

3. **Confidentiality**

Mandated reporters are assured that the reporting process is confidential, and their identity will be protected. Ensuring the safety of the child is the top priority, and the reporting process is designed to support this goal.

Investigation of Suspected Child Abuse or Neglect by Peace Officers - PC 11174.3

A suspected victim of child abuse or neglect may be interviewed during school hours, on school premises, by a representative of a governmental agency investigating the case, or by the State Department of Social Services when deemed necessary. The investigation is based on a report of suspected child abuse or neglect that occurred within the student's home or out-of-home care facility. The student must be given the option of being interviewed in private or selecting a member of the school staff, whether certificated or classified, to be present at the interview.

The selected staff's role is to provide support to the student and to help the student feel as comfortable as possible; it is not to participate in the interview and discuss the case with the student. The principal or the principal's designee should remind the staff member selected of the staff member's role and the requirement to maintain confidentiality prior to the interview. The staff member selected may decline the request to be present at the interview; however, if the staff member agrees to be present, the interview must take place during school hours.

Releasing a Student to a Peace Officer - EC 48906

When a minor student is released to a peace officer for the purpose of removing the student from the school premises, a school official must take immediate steps to notify the parent or responsible relative of the student of such removal and the place to which the student is being taken.

In the case where the student is being taken into custody as a victim of suspected child abuse, the school official must provide the peace officer with the address and contact information of the student's parent. It is the responsibility of the peace officer to contact the parent.

Procedures for Safe Ingress and Egress from School

Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.

1. **Availability of Maps:** Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.
2. **Visitor Protocol:** Visitors and guests are welcome at the school, but reasonable precautions are taken to safeguard students and staff. Visitors should:
 - Report and sign in at the office.
 - Be provided with a visitor's badge.
 - Be prepared to provide identification to school personnel.
 - Respect school rules.
3. **Exterior Door Management:**
 - School personnel should ensure that all exterior doors are marked with a notice instructing visitors to report to the office first. Exterior doors, except those near the office, should remain locked to control access.

4. Staff Training:
 - School staff should receive training on how to greet visitors, with the first question being "May I help you?" Someone should greet every visitor.
5. Response to Intruders:
 - Any intruder found roaming the building without a visitor's badge or visible identification should be escorted to the office. School personnel in the office can then provide additional information or directions.
6. Progressive Response to Non-Compliance:
 - Visitors who fail to comply with school procedures should verbally be informed of the violation. If non-compliance persists:
 - Notify the office of the situation.
 - Follow the person if possible and continue to give notice of the violation of school rules.
 - Notify the police or call 911.
7. Building-Wide Notification Plan:
 - In case of an intruder(s), the office should activate a building-wide notification plan:
 - Make a PA announcement using predetermined code phrases.
 - Instruct classroom doors to be closed.
 - Advise students to remain in their current areas.

Social Climate: School and Physical Environment

At MPS, we firmly believe that safety and education are a shared responsibility among parents, teachers, and students. Our school's successful operation relies on the cooperation of everyone involved. Each group holds a responsibility to contribute, creating an environment where learning, safety, and play can harmoniously coexist. We uphold the principle that every individual, regardless of color, race, gender, popularity, ability, religion, or nationality, has the right to feel safe, secure, and accepted.

Our vision is shared through the student-parent handbook, a tool that communicates our expectations to students and parents alike. MPS is a reflection of all of us, and our policies are crafted to provide a safe and orderly environment conducive to learning. Our dedicated faculty and staff eagerly anticipate sharing their expertise in academics, special programs, and extracurricular activities.

To make MPS a thriving community, we encourage active participation from students and parents. Explore our programs, activities, and schedule, and become an engaged participant in your education through classes, clubs, and various activities. We recognize that a school environment thrives when governed by clearly defined and implemented rules. To this end, MPS has compiled a comprehensive student-parent handbook, addressing the school's regulations and policies to set a standard for the entire school community.

Effective Communication

Open and effective communication is essential for addressing issues or concerns that may arise with teachers, staff members, or administrators. We encourage both students and parents to approach the person directly involved when faced with a situation of concern.

For Students: If a student encounters a challenge at school, we believe in empowering them to communicate and seek resolution. In cases involving classroom situations or issues with teachers, we recommend the following steps:

1. Talk with the Teacher - The student should be encouraged to express their concerns directly to the teacher. Open dialogue between students and teachers is the foundation for understanding and resolving issues.
2. Talk with an Administrator - If the issue persists or if the student is uncomfortable talking directly to the teacher, the student is encouraged to approach an administrator.
3. Parental Involvement - In instances where the student is reluctant to speak with the teacher or administrator, the parent may accompany the student and facilitate the conversation with the teacher.

It is crucial to demonstrate to children how to actively and constructively solve problems. If a concern is significant enough for a child to discuss, it is equally important for them to learn how to be part of the solution. Encouraging problem-solving skills empowers students to take an active role in creating a positive and solution-oriented school environment.

Parent Concern

Addressing concerns in a timely and effective manner is crucial for fostering a positive school environment. Parents are encouraged to follow these steps when dealing with concerns:

1. **Initiate a Conversation with the Teacher.** In the initial stages of any concern, it is recommended to talk directly with the teacher. Teachers can provide insights into classroom situations from both an adult and professional perspective, often resolving misunderstandings through open communication.
2. **Follow up with the Teacher if Necessary.** If the concern persists after an initial conversation, it is advisable to revisit the issue with the teacher. Open dialogue allows for continued communication and a more in-depth understanding of the situation.
3. **Schedule an Appointment with the Administrator.** If resolution is not achieved at the teacher level, parents are encouraged to make an appointment with the relevant administrator. This step ensures that concerns are elevated to the appropriate authority for further consideration.
4. **MPS Home Office Communication.** If concerns persist even after meeting with the Principal, the parent is encouraged to complete the appropriate form available in the MPS Student-Parent Handbook. The form should include details about the complaint and the steps taken to resolve it. Once completed, contact the MPS Home Office to ensure a thorough and documented review of the matter.
5. **MPS Board Communication.** If necessary, the next level of communication involves reaching out to the MPS Board. Parents may initiate this process by revising the form originally submitted. The MPS Board will consider the matter at its next meeting, providing a transparent and structured approach to addressing concerns. In the event that the Board decides not to hear the complaint, the Superintendent's decision will be considered final.

Communication Channels. Teachers, staff, and administration are accessible through email, phone, in-person meetings, and by appointment. However, due to busy schedules, we request parents to schedule meetings in advance rather than dropping in. This ensures that everyone involved can allocate time for a focused and productive discussion.

Respectful and Constructive Communication. MPS emphasizes the importance of maintaining respectful and constructive communication. Parents are kindly requested not to "drop-in" for appointments and should avoid engaging with teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students Responsibilities

I am aware of my responsibilities and will do my best to satisfy my parents'/teachers' expectations at MPS because this will help me do better in the future. I agree to really try and do the following:

- I will come to school dressed in uniform every day and on time.
- I will be prepared for all my classes with all required materials.
- I will complete class work and homework on time.
- I will do all the homework assigned to me the best way I can and ask for help when needed.
- I will strive consistently to give my best, and to make my best academic progress.
- I will act responsibly and respectfully at all times and towards all members of the school community.
- I will follow all school rules.
- I will obey the School's Code of Conduct.
- I will respect my property, that of others, and that of the School.
- I will take good care of my books, and other materials the School allows me to use.

- I will serve my community.

Parent Responsibilities

I understand that my child's studies are very important and my participation in activities at MPS is a critical component of my child's educational success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will take a positive and active role in supporting my student's education.
- I will make certain my student attends school regularly and on time.
- I will notify school when child is absent and provide appropriate documentation.
- I will ensure that my student follows the school attendance policy and dress codes.
- I will ensure that my child comes to school rested, clean, well-fed, and appropriately dressed (in student uniform).
- I will notify the office immediately if there is a change of home address or phone number.
- I will set aside a specific time and place for my student to do homework.
- I will support my student in completing homework, including, if necessary, limiting time watching television, computer gaming, and recreational internet use.
- I will allow my student to attend remedial and other programs offered if requested by the school as is needed for individual improvement.
- I will set up a college-bound environment at home and support my student through the college admission and scholarship-finding process.
- I will emphasize my child adheres to the MPS Discipline Code at all times.
- I will enforce the School Code of Conduct with my child, including ensuring my child is wearing the uniform and promoting respect for teachers and all adults and students.
- I will follow through with any problem behaviors noted by the School.
- I will attend orientation meetings prior to the start of School.
- I will communicate regularly with my student's teachers to ensure his/her academic success (includes attending at least two conferences in a school year).
- I will review information and work sent home and/or posted online for parents and students via the school website and the online Student Information System and respond as necessary (computer access is available for parents at School if needed).
- I will review progress reports that are sent by the School and respond as necessary.
- I will encourage positive attitudes toward school.
- I will talk with my student about what he/she is learning.
- I will expect and encourage my student to be focused on learning.
- I will expect and support my student to strive consistently to give his/her best, and to make his/her best academic progress.
- I will assure that my child does not destroy materials (textbooks, equipment, etc.) and/or MPS property.
- I will pay for any damages to materials and/or property incurred by student.
- I will assure that students do not bring destructive materials to school (markers, paint, etc.)
- I will assure that all school materials loaned to students will be returned in the condition issued (textbooks, library books, etc.) I will pay for any lost or damaged books in CASH only.
- I understand that a student's bringing or possession of any weapon is grounds for expulsion from the Charter School.
- I will complete and return all necessary school forms and documents on time as requested by school officials.
- I will try to volunteer at School when requested. (Parents/guardians are not required to volunteer for MPS.)

School Responsibilities

- The School will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State Core Curriculum Content Standards in all content areas through an aligned curriculum and rigorous assessment.
- The School will provide a variety of support programs to enhance instruction at all grade levels.

- The School will send frequent reports to parents on their child’s progress.
- The School will hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual student’s achievement. Conference dates will be listed on the school calendar and additional dates will be sent through notification by the School.
- The School will grant parents reasonable access to staff by appointment through the office.
- The School will provide parents with the ability to observe classroom activities by appointment through the office.

Building Capacity for Engagement

Infinite Campus

MPS leverages the Infinite Campus online web portal to enhance efficient communication among parents, students, and teachers. Each teacher maintains a dedicated grade book for every class, providing a centralized hub for course-related information. Teachers regularly update and share course materials, homework assignments, projects, and course grade statistics, as well as detailed records of students' performance, including grades on quizzes, tests, class participation, and homework assignments. Access to these resources is secured through confidential passwords, ensuring a private and secure environment for students and parents to stay informed and engaged in their academic journey.

ParentSquare

MPS utilizes ParentSquare, a school-to-home engagement platform, to streamline communication between the school and parents. This dynamic platform facilitates automated messages tailored to individual students, delivering key information directly to parents. Utilizing ParentSquare, MPS communicates essential details such as attendance information, news updates, upcoming events, opportunities for parent and family engagement, surveys, resources for parent education, and more. With seamless integration into Infinite Campus, multilingual translation capabilities spanning over 100 languages, and versatile access through the app, email, text, voice, and web portal, ParentSquare ensures inclusive and equitable communication, fostering strong connections between the school and all families.

Parent Advisory Committee (PAC)

In adherence to the Local Control and Accountability Plan (LCAP), the invaluable input of educational partners—including students, families, staff, and community members—is paramount. To fortify the collaborative relationship among these educational partners and review the LCAP along with its various components crucial to student success, schools will host PAC (Partnership Advisory Committee) meetings. PAC meetings will replace School Site Council (SSC) gatherings, streamlining efforts to enhance meeting effectiveness and efficiency.

Scheduled throughout the school year, PAC meetings will actively engage in:

- Planning, Reviewing, and Enhancing LCAP, Title I, and Part A Programs: The committee will play a pivotal role in evaluating and refining the LCAP, Title I, and Part A programs, ensuring alignment with the overarching goals of the LCAP.
- Primary Oversight of Parent and Family Engagement Policy: PAC will serve as the primary committee responsible for reviewing and shaping the parent and family engagement policy. Additionally, if applicable, the committee will extend its purview to other school program plans, fostering a comprehensive approach to school improvement.

Collaboration between school leadership and PAC will be integral to ensuring active parental involvement in the school improvement process. This strategic shift aims to promote effective communication and collective decision-making for the betterment of our educational community.

Parent Task Force (PTF)

Our Parent Association conducts annual elections to fill key positions including President, Vice President, Treasurer, and Secretary. A consistent 10% of our parents actively participate in monthly Parent-Teacher Fellowship (PTF) meetings, creating a dedicated forum for collaborative efforts. PTF meetings serve as a platform where parents take

the lead, steering discussions and garnering support for ongoing fundraising initiatives, cultural events, and engagement opportunities designed for all families.

Led by elected PTF Committee Officers, chosen by families vested in supporting the success of all students at MPS, these meetings foster an environment of shared interest and collective dedication. Throughout these gatherings, parents collaborate, pooling their experiences and skills to strategically work towards common goals that propel student success. This approach ensures a dynamic partnership between parents and the school community, actively contributing to the holistic development and achievement of our students.

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.

Physical Environment

MPS is dedicated to providing a safe, healthy, and nurturing environment characterized by trust, care, and professionalism. To achieve this, we have implemented a comprehensive set of health, safety, and risk management policies that comply with all applicable state and local laws and regulations. The on-site school administration consistently monitors activities to ensure the safety and security of our students. Parents and students are informed through the MPS Student-Parent Handbook about these policies, covering essential aspects of our commitment to safety.

MPS commitment extends to maintaining a drug-free, alcohol-free, and tobacco-free zone within the school premises, accompanied by a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyberbullying through school-wide assemblies and engaging guest speakers. All staff members are designated mandated reporters for cases of child abuse or violence, further reinforcing our commitment to student well-being.

In preparation for emergencies such as natural disasters and fires, we have developed and communicated emergency safety plans. Each classroom is equipped with these plans, and disaster drills are practiced regularly throughout the year. Our collective efforts create a secure and supportive environment that fosters the academic and personal growth of our students.

Multi-Tiered System of Response to Behavior

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

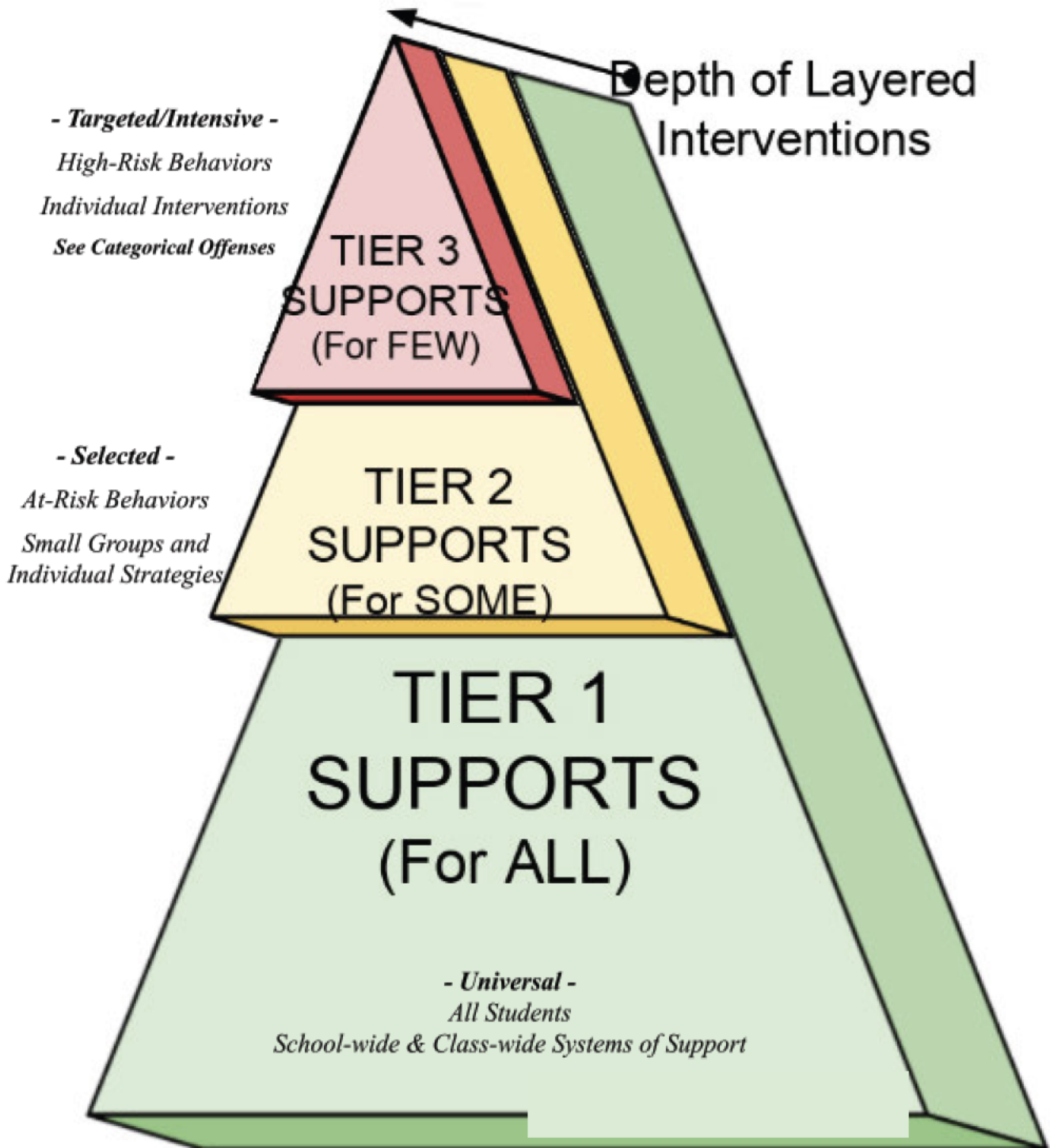
All students at MPS are entitled to the rights guaranteed by the United States Constitution, Bill of Rights, and applicable case law, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each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

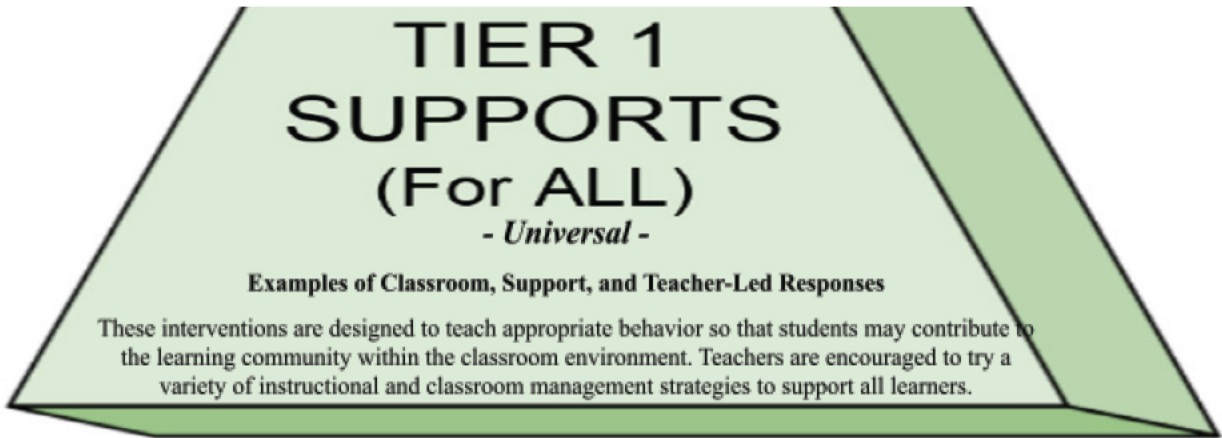
from notification of parents, reflection, to emergency removal from a school activity, suspension, expulsion, and referral to appropriate law enforcement agencies.

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

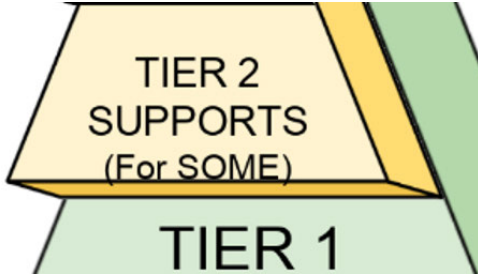
The following charts and tables delineate unacceptable types of behavior in three levels and possible interventions as part of MPS' system of response to behavior.

Multi-Tiered System of Response to Behavior





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

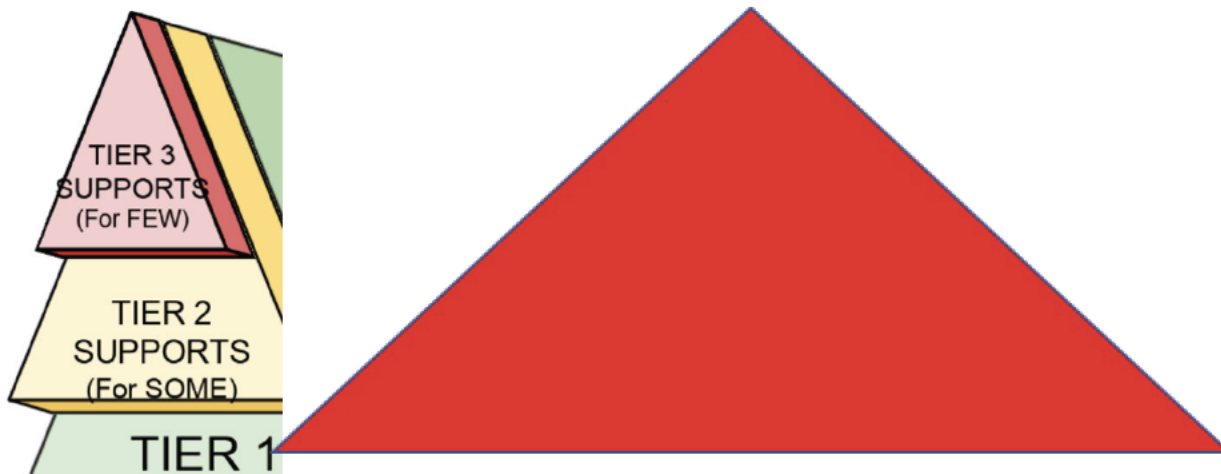


- Selected -

Examples of Support, Removal and Administrative Responses

These responses engage the students' support system to ensure successful learning and to alter conditions that are inappropriate or disruptive.

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



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

Suspension and Expulsion Policy and Procedures

"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

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

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

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

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

including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

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

Positive Behavioral Interventions & Supports (PBIS)

Positive Consequences:

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

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

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

Alternatives to Suspension and/or Expulsion

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

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

Reflection

Reflection will be held on 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.

Grounds for Suspension and Expulsion of Students

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

Enumerated Offenses

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

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is

officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.

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

- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - (d) An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) 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.
- m) 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.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4..

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

The Charter School will use the following definitions:

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

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

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

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

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

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

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

4. Homework Assignments During Suspension

In accordance with Education Code Section 48913.5, upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

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

5. Suspension Appeals

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

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

Authority to Expel

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

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

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

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the

Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

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

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

Special Procedures for Expulsion Hearing Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) calendar days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.
2. MPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness

to the witness stand.

7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

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

Presentation of Evidence

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

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

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

Expulsion Decision

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

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

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

Written Notice to Expel

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

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

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

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

Disciplinary Records

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

Expulsion Appeals

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

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within fifteen (15) working days of receipt of a timely written request for an appeal. *(This timeline supersedes the timeline statement in the charter petition if different.)*

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

Interim Placement

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

MPS shall work with the District for an interim placement or other alternative programs. Should MPS determine after the referral that the student will remain at MPS pending the expulsion hearing based on the best interest of

the student, or if MPS secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, MPS will notify the District of such determination.

Rehabilitation Plans

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

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding the readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

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

Involuntary Removal for Truancy

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

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA/District

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

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as

appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

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

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

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

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

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

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

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

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

others, the parent/guardian or Charter School may request a hearing.

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

5. Special Circumstances

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

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

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

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

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

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

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

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

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

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 above: Suspension and Expulsion Procedures for more information.

Procedures for Notifying Teachers

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

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**, 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.*

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

E.C. 48900

- a(1) Cause, attempted to cause, or threatened to cause physical injury to another person
- a(2) Willfully used force or violence upon the person of another, except in self-defense
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object
- (c) Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant of any kind
- (d) Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation
- (e) Committed or attempted to commit robbery or extortion
- (f) Caused or attempted to cause damage to school or private property
- (g) Stolen or attempted to steal school or private property
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed or unlawful offered, arranged, or negotiated to sell drug paraphernalia
- (k) Disrupted school activities or willfully defied the valid authority of school personnel (Grades 9-12 only)
- (l) Knowingly received stolen school or private property
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (r) Engaged in an act of bullying
- (t) Aided and abetted the infliction or attempted infliction of physical injury or serious bodily injury to another person
- .2 Committed sexual harassment (Grades 4-12 only)
- .3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 only)
- .4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grades 4-12 only)
- .7 Made terroristic threats against school officials or school property, or both

E.C. 48915(a)(1)

- A. Causing serious physical injury to another person, except in self-defense
- B. Possession of a knife or other dangerous object.
- C. Unlawful possession of any controlled substance.
- D. Robbery or extortion.
- E. Assault or battery upon a school employee.

E.C. 48915(c)

- 1. Possessing, selling or otherwise furnishing a firearm.
- 2. Brandishing a knife at another person.
- 3. Unlawfully selling a controlled substance.
- 4. Committing or attempting to commit a sexual assault or committing a sexual battery
- 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

Title IX

Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Magnolia Public School ("MPS" or the "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. MPS school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom MPS does business, or any other individual, student, or volunteer. This Policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. MPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Title IX, Harassment, Intimidation, Discrimination, and Bullying Coordinator ("Coordinator")

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634
ceo@magnoliapublicschools.org

Definitions - 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

Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. § 106.1 *et seq.*) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by MPS.

MPS is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - o Rape, sexual battery, molestation or attempts to commit these assaults.
 - o 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:
 - o Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - o Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - o Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.

- o Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
- o Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student* or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable student to experience a substantial interference with his or her academic performance.
4. Causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by MPS.

* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in MPS' education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that MPS investigate the allegation of sexual harassment.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute 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.

Bullying and Cyberbullying Prevention Procedures

MPS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

MPS advises students:

1. To never share passwords, personal data, or private photos online.
2. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
3. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
4. To consider how it would feel receiving such comments before making comments about others online.

MPS informs Charter School employees, students, and parents/guardians of MPS' policies regarding the use of technology in and out of the classroom. MPS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

MPS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. MPS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at MPS and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

MPS' bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

MPS informs MPS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. Professional Development

MPS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other MPS employees who have regular interaction with students.

MPS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by MPS, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

MPS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for MPS students.

Grievance Procedures

1. Scope of Grievance Procedures

MPS will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the MPS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, MPS will utilize the following grievance procedures in addition to its UCP when applicable.

2. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for

assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634
ceo@magnoliapublicschools.org

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. MPS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

MPS acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

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, and any individual designated as a coordinator, investigator or decision-maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

3. Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to MPS' education program or

activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or MPS' educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. MPS will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of MPS to provide the supportive measures.

4. Investigation and Response

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of MPS, the Coordinator (or administrative designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, to provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations
 - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
 - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
 - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
 - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence;
 - A statement that MPS prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.
- Emergency Removal
 - MPS may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with MPS' policies.
 - MPS may remove a respondent from MPS' education program or activity on an emergency basis, in accordance with MPS' policies, provided that MPS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

- This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.
- Informal Resolution
 - If a formal complaint of sexual harassment is filed, MPS may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If MPS offers such a process, it will do the following:
 - Provide the parties with advance written notice of:
 - The allegations;
 - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
 - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
 - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
 - Obtain the parties' advance voluntary, written consent to the informal resolution process.
 - MPS will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- Investigation Process
 - The decision-maker will not be the same person(s) as the Coordinator or the investigator. MPS shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
 - In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
 - The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
 - The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
 - A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
 - Prior to completion of the investigative report, MPS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
 - The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
- Dismissal of a Formal Complaint of Sexual Harassment
 - If the investigation reveals that the alleged harassment did not occur in MPS' educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed.

However, such a dismissal does not preclude action under another applicable MPS policy.

- MPS may dismiss a formal complaint of sexual harassment if:
 - The complainant provides a written withdrawal of the complaint to the Coordinator;
 - The respondent is no longer employed or enrolled at MPS; or
 - The specific circumstances prevent MPS from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
- If a formal complaint of sexual harassment or any of the claims therein are dismissed, MPS will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- **Determination of Responsibility**
 - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
 - MPS will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
 - The allegations in the formal complaint of sexual harassment;
 - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - The findings of facts supporting the determination;
 - The conclusions about the application of MPS' code of conduct to the facts;
 - The decision and rationale for each allegation;
 - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
 - The procedures and permissible bases for appeals.

5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from MPS or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by MPS in response to a formal complaint of sexual harassment.

6. Right of Appeal

Should the reporting individual find MPS' resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of MPS' decision or resolution, submit a written appeal to the President of the MPS Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and MPS will implement appeal procedures equally for both parties.
- MPS will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

7. Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location. MPS will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

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 MPS Human Services for MPS 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.

MAGNOLIA PUBLIC SCHOOLS

Title IX, Harassment, Intimidation, Discrimination, and Bullying Complaint Form

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

City: _____ Zip Code: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

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

Signature of Complainant

Print Name

Date

To be completed by MPS:

Received by

Date

Follow up Meeting with Complainant held on

Uniform Complaint Policy and Procedures

Uniform Complaint Procedures (UCP) Policies and Procedures

Magnolia Public Schools (“MPS” or “Charter School”) complies with applicable federal and state laws and regulations. MPS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing (“UCP”) for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any MPS program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
 - Accommodations for Pregnant and Parenting Pupils;
 - Adult Education;
 - After School Education and Safety;
 - Career Technical Education;
 - Career Technical and Technical Training;
 - Child Care and Development;
 - Compensatory Education;
 - Consolidated Application;
 - Course Periods without Educational Content;
 - Education of Pupils in Foster Care, Pupils who Are Homeless, Migratory Pupils, former Juvenile Court Pupils now Enrolled in a public school and Children of Military Families;
 - Every Student Succeeds Act;
 - Local Control & Accountability Plans (LCAP)/LCFF;
 - Migrant Education;
 - Physical Education Instructional Minutes;
 - Pupil Fees;
 - Reasonable Accommodations to a Lactating Pupil;
 - Regional Occupational Centers and Programs;
 - School Plans for School Achievement;
 - School Safety Plans;
 - School Site Councils.
3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. “Educational activity” means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

- b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
- i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
 - ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
- c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.
- d. If MPS finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, MPS shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by MPS to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.
- e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or MPS and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If MPS adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153. MPS acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. MPS cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, MPS will attempt to do so as appropriate. MPS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or

proceedings, as determined by the CEO, MPS campus Principal, or designee on a case-by-case basis. MPS shall ensure that complainants are protected from retaliation.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure MPS' compliance with law:

CEO and Superintendent
Magnolia Public Schools
250 E. 1st St STE 1500
Los Angeles, CA 90012
(213) 628-3634

Upon receipt of a complaint, the CEO will appropriately assign to the Principal of the MPS campus attended by the complainant. That Principal and/or designee shall investigate the complaint, with oversight by the CEO.

The CEO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CEO or designee.

Should a complaint be filed against the CEO, the compliance officer for that case shall be the President of the MPS Board of Directors.

Notifications

The CEO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy will be made available on MPS' website.

MPS shall annually provide written notification of MPS' UCP to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in MPS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that MPS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that MPS is operating pursuant to Title 22 licensing requirements.
3. A statement that MPS is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal MPS' decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of MPS' decision, except if MPS has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals MPS' decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended

by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

9. A statement that if MPS finds merit in a UCP complaint, or the CDE finds merit in an appeal, MPS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.
11. A statement that copies of MPS' UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that MPS has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CEO, Principal, or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CEO, Principal, or designee shall be made in writing. The period for filing may be extended by the CEO, Principal, or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The CEO, Principal, or designee shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the MPS Board of Directors approved the LCAP or the annual update was adopted by MPS.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, MPS staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process. Before initiating the mediation of an unlawful discrimination, harassment,

intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint. The use of mediation shall not extend MPS' timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

MPS' refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision

MPS shall issue an investigation report (the "Decision") based on the evidence. MPS' Decision shall be in writing and sent to the complainant within sixty (60) calendar days of MPS' receipt unless the timeframe is extended with the written agreement of the complainant. MPS' Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether MPS is in compliance with the relevant law.
3. Corrective actions, if MPS finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal MPS' Decision within thirty (30) calendar days to the CDE, except when MPS has used its UCP to address a complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of MPS' expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with MPS and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. MPS failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, MPS's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in MPS' Decision are not supported by substantial evidence.
4. The legal conclusion in MPS' Decision is inconsistent with the law.
5. In a case in which MPS' Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Principal or designee, under oversight by the CEO, shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of MPS' complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to MPS for resolution as a new complaint. If the CDE notifies MPS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, MPS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court. The CDE may directly intervene in the complaint without waiting for action by MPS when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, MPS has not taken action within sixty (60) calendar days of the date the complaint was filed with MPS.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of MPS' complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if MPS has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

MAGNOLIA PUBLIC SCHOOLS
General Complaint Procedures Form

Last Name: _____ First Name/MI: _____

(if applicable) Student Name: _____ Grade: _____ Date of Birth: _____

Street _____ Address/Apt. _____ #:

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.
I have attached supporting documents. Yes No

Signature

Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

General Complaint Procedures

The ultimate purpose of this general complaint procedure is to encourage the growth and development of MPS as a healthy community. Conflict is often a part of any development or growth process and may arise in any community. An effective process for resolving conflict is therefore both consistent with the vision and mission of MPS, and an essential component of the communication model that our School has adopted.

MPS recognizes that effective communication is paramount in effective conflict resolution and therefore strongly encourages communication strategies that include: Taking personal responsibility for one's own feelings and needs; communication that mutually acknowledges the needs and concerns of one another; and demonstrating honesty and integrity in every interaction.

LEVEL 1: Direct Resolution

If reasonably possible, general complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the person directly using conflict resolution skills without the intervention of a supervisor or other School administrator. It is the hope of MPS that most disputes can be resolved informally by direct and healthy communication between individuals. Such attempts at informal resolution should be documented in writing to assist the Principal (or CEO & Superintendent) and/or Board of Directors to participate effectively in the conflict's resolution.

Examples:

- Pedagogical issues pertaining to anything that occurs in the classroom, i.e., teaching, curriculum, classroom management, or teacher-student relationships, should be addressed directly with the class teacher. Teachers can be contacted by email, written note or via appointment.
- Complaints/concerns about employees or supervisors that do not involve complaints of discrimination or harassment or violations of law should be first addressed with the employee or supervisor directly. If the person(s) involved are unable to resolve the conflict or complaint, the complainant should contact the immediate/appropriate supervisor in an effort to resolve the issue.

LEVEL 2: School Level Resolution

At this step, the complainant should be prepared to give details about the complaint and steps taken to resolve it. The immediate/appropriate supervisor will acknowledge receipt of the complaint in **three (3)** working days, investigate the complaint, a process which normally involves a discussion with the complainant, gathering of relevant facts and evidence, and respond to the complainant within **ten (10)** working days.

Examples:

- Pedagogical, academic or teacher related issues should be addressed with the Dean of Academics/Assistant Principal.
- Student behavior and discipline issues should be addressed with the Dean of Students/Assistant Principal.
- All other issues should be addressed with the Principal.

If the complainant is not satisfied with the response from the immediate/appropriate supervisor, e.g., Dean of Academics/Students or Assistant Principal or the complaint should be directly addressed with the Principal, the complainant should contact the Principal, who will respond within the same timeline. If the complainant is still dissatisfied, and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the CEO & Superintendent of MPS in an effort to resolve the issue.

LEVEL 3: MPS Home Office ("Home Office") Level Resolution

At this step, the complainant should fill out the attached "**General Complaint Procedures Form**" giving details about the complaint and steps taken to resolve it, and contact the CEO & Superintendent of MPS at:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

The CEO & Superintendent (designee) will acknowledge receipt of the written complaint in **five (5)** working days, attempt to identify a resolution that is acceptable to both parties, within **fifteen (15)** working days of the receipt of the written complaint.

If the complainant is not satisfied with the response from the CEO & Superintendent (designee), and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the MPS Board of Directors (“the Board.”)

LEVEL 4: Board Level Resolution*

At this step, the complainant can file a written complaint with the Board through the Administrative Assistant at the MPS Home Office. *(Same contact information as in Level 3)* The complainant should update the “General Complaint Procedures Form” that was used in Level 3. The Administrative Assistant will acknowledge receipt of the written complaint in **five (5)** working days. The Board may consider the matter at its next regular Board meeting or at a special board meeting convened in order to meet the internal 60-day target within which MPS strives to answer the complaint. The Board may decide not to hear the complaint, in which case the CEO & Superintendent’s decision will be final. If the Board hears the complaint, the Administrative Assistant will send the Board’s decision to the complainant within **sixty (60)** days of the School’s initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. The decision of the Board shall be final.

* For MSA-San Diego, MSA-San Diego Governance Committee will work with the Principal and the Home Office in following the General Complaint Procedures to resolve internal complaints and conflicts before they escalate to the MPS Board level.

The complainant has a right to appeal the Board’s decision to the California Department of Education (CDE). In that case, the complainant needs to fill out a “**Uniform Complaint Procedure Form**” - provided in this handbook – and file it within **fifteen (15)** days of receiving the decision. The appeal must include a copy of the complaint filed with the School and a copy of the Board’s decision. The appeal should be sent to:

California Department of Education
1430 N Street
Sacramento, CA 95814

MAGNOLIA PUBLIC SCHOOLS
General Complaint Procedures Form

Last Name: _____ First Name/MI: _____

(if applicable) Student Name: _____ Grade: _____ Date of Birth: _____

Street _____ Address/Apt. _____ #:

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. Yes No

Signature

Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

Professional Boundaries: Staff/Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with

students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee 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.

Examples of Specific Behaviors - Unacceptable Staff/Student Behavior (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.
- 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.

Unacceptable Staff/Student Behavior 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 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.

Dress Code/Uniforms

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

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

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

A Free MPS Uniform Set

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

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

Religious Head Coverings

Religious head coverings shall be permitted.

Free Dress & Theme Dress Days Code

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

- On free dress days, clothing must be in good taste and appropriate for school. Clothing should not be inappropriately tight, revealing, or transparent.
- The school's dress code is strictly enforced during free dress days as well. All students must follow the same guidelines with the exception of not wearing their uniform.

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

MPS Student Uniform Policy

B O T T O M	<ul style="list-style-type: none"> ● Pants, shorts, skirts, skorts, or capris are acceptable. ● Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue. <p><u>Belts</u> <i>(required for all variations of dress uniform)</i></p> <ul style="list-style-type: none"> ● Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal). ● The buckle may only have one catch. ● Belt must be of correct waist size, so that there is minimal excess length (less than five inches). ● Any excess length of belt must be tucked through a belt loop and may not hang down. 	<p><u>Pants/Skirts/Skorts/Shorts</u></p> <ul style="list-style-type: none"> ● May not be baggy or inappropriately tight. May not be rolled at waist. Top of garment must be at or above hip bone. ● Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides. ● Skirts that are above the top of the kneecap should be worn with leggings/tights and must be no shorter than the longest fingertip. ● Pants may not be made from legging or joggging material. ● Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle. Socks may not be worn over pants. ● Rubber bands are not allowed on the bottom of pants or ankles. ● No jean/denim style pants ● No Cargo pants/shorts. ● Must have a built-in pocket not a sewn-on pocket.
T O P	<ul style="list-style-type: none"> ● White, gray, black or navy-blue polo or woven shirts must have the school logo. They may be either short or long sleeved. ● Hoods may not be worn at school. ● Top of garment must be at or above hipbone when student is standing up. 	<p><u>Undergarments</u></p> <p>All undergarments, including bras, boxer shorts, etc., should not be visible</p> <p><u>Other Guidelines</u></p> <ul style="list-style-type: none"> ● Woven shirt or polo shirt must be tucked in neatly at the waist at all times. These shirts may not be inappropriately tight or baggy. ● Undershirts must be short-sleeved if worn. ● The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned. ● Under shirt may not hang out of sleeves.

F O O T W E A R	<ul style="list-style-type: none"> For all footwear including “athletic” footwear, the majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.) Plain, unadorned socks must always be worn, tights are also acceptable. Color of the socks or tights: Solid black, dark brown, navy blue or white. No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels. 	<p>Shoes</p> <ul style="list-style-type: none"> Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoelaces must match shoes and be in solid color. <p>Jewelry and Accessories/Cosmetics</p> <ul style="list-style-type: none"> 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 undue attention. Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school. Cosmetics must be appropriate for school and not attract undue attention. <ul style="list-style-type: none"> No brightly colored or glitter eye shadow, or blush. Mascara and eyeliner should be minimal. Lipstick should be a natural color. Earrings must be studs or one (1) inch hoops and worn on earlobe.
P E U N I F O R M	<ul style="list-style-type: none"> Top: Students will wear a solid gray t-shirt, preferably with the MPS logo. Solid white, gray, black, or navy blue sweatshirts with or without the MPS logo may also be worn during PE. Bottom: Properly fitting navy shorts. Waist size of shorts must be appropriate to student’s waist size (i.e. not inappropriately tight or baggy). Shorts should be no shorter than your longest finger when standing with your hands by your sides Footwear: Any athletic shoes suitable for basketball, tennis, and field sports. The majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.) 	
O U T E R W E A R	<ul style="list-style-type: none"> Hats, hoods, caps, and other headgear may not be worn in school buildings, except for purposes of religious observance. No gloves or finger lacing of any sort are allowed. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue. <p>For colder weather</p> <ul style="list-style-type: none"> Crew-neck and zip v-neck sweatshirt and jackets are permitted, with or without the MPS logo. Sweatshirts and jackets must be solid white, gray, black, or navy-blue. 	

Notes

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

RESPONSE

Disaster Response Procedures

The purpose of these procedures is designed to offer clear guidance and instructions for safety and emergency preparedness, aimed at safeguarding the well-being of both students and staff during critical situations. The subsequent sections outline specific procedures tailored to various emergency scenarios.

1. Ensuring the safety and welfare of students and staff.
2. Facilitating a secure and coordinated response to diverse emergency situations.
3. Safeguarding the school's facilities and property.
4. Efficiently restoring normal conditions with minimal confusion in the shortest time possible.
5. Establishing a seamless 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 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 Response Team and coordinate response as needed, particularly in the area of mental health support. In the event of the following scenarios, the principal or designee will communicate with stakeholders using the school's mass communication system.

Fire

In the event of a fire at our school, the following procedures will be promptly implemented:

- **Discovery of Fire:** Upon discovering a fire, teachers or staff members will immediately guide all occupants out of the building, activate the fire alarm, and promptly report the incident to the school administrator.
- **Incident Command and Evacuation:** The principal or designee will assume the role of the Incident Commander and initiate the Evacuate Building action. Staff and students will follow prescribed or safe routes to evacuate buildings, assembling at designated Assembly Areas.
- **Emergency Services Notification:** The school principal or designee will contact 911, providing precise details about the fire's location (e.g., building, room, area).
- **Evacuation Accountability:** During an evacuation, teachers will carry student rosters and any necessary emergency supplies, taking attendance at the Assembly Area to ensure accountability for all students. Special attention will be given to students with cognitive disabilities to ensure their understanding of directions. Teachers will promptly inform the Assembly Area Team of any missing students.
- **Security Measures:** The administrative team will secure the affected area to prevent unauthorized entry and maintain clear access roads for emergency vehicles.
- **Utilities and Post-Incident Actions:** The administrative team will notify the relevant utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- **Parent Communication:** The principal or designee will communicate with and update parents promptly via ParentSquare, ensuring transparent and timely information dissemination.

These procedures are designed to prioritize the safety and well-being of all occupants. Regular training and drills will reinforce these protocols, promoting a swift and coordinated response during an actual emergency.

Lockdown

This protocol is enacted in response to identified or directed threats of violence or gunfire by law enforcement, aiming to prevent perpetrators from entering any occupied campus areas. The purpose of a lockdown is to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the school's security.

Lockdown Procedures:

- **Initiating Lockdown:** Lockdown is declared when the threat of violence or gunfire is identified. All personnel must adhere to this protocol to ensure the safety of everyone on campus.
- **Secure Classrooms or Designated Safe Locations:** During Lockdown, students are required to remain in locked classrooms or designated safe locations. It is imperative to keep classroom doors locked at all times.
- **Immediate Actions for Classes:** Upon receiving the lockdown announcement:
 - Classes will remain in their rooms.
 - Redirect any students in hallways or outdoors into the nearest locked classroom.
 - Physical education classes will relocate to secure areas such as the gym, auditorium, or multi-purpose room.
- **Safety Measures within Classrooms:** Once in the secured location:
 - Move students to the most protected areas in the room and lock the door.
 - Instruct students to face away from windows, keeping their backs toward windows.
 - Close and lock all doors and windows.
 - If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
- **Lights and Power:** Turn off lights, power equipment, appliances, and ensure cell phones are on silent mode. Maintain silence in the room to avoid detection.
- **Attendance and Student Accountability:** Take and report attendance as feasible. Teachers must account for any students with cognitive disabilities who may require additional assistance or may not have fully understood the directions.
- **Remain in Secured Locations:** All personnel must remain in the secured room until further instructions are received from official sources.

This Lockdown Procedure is designed to prioritize the safety of all individuals on campus. Regular drills and ongoing training will familiarize staff and students with these protocols, ensuring a swift and coordinated response during an actual emergency.

Medical Emergency

Medical emergencies or accidents may occur unexpectedly, involving students or employees. Depending on the severity, some incidents may only require first aid, while others demand immediate medical attention. In any uncertainty, prioritize caution and promptly dial 911.

- **Emergency Reporting:** In the event of a medical emergency involving a student or employee, immediately report the incident to the School Principal or designated personnel. Dial 911 or instruct someone to do so. When reporting, provide the following essential information:
 - School name and phone number.
 - Building address, along with the nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
 - Nature of the emergency.
 Stay on the line until advised to disconnect by the dispatcher.
- **School Notification:** Notify the school office about the injured individual and the initiation of an ambulance call. Request the dispatch of a first aid/CPR-trained employee to assist the victim.
- **Assistance and Victim Care:** Maintain composure during the emergency. Keep the victim warm with a coat or blanket.

- Avoid moving the victim unless there is a risk of further injury. Refrain from offering any food or drink to the victim.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Administration of Naloxone (Narcan)

Provide emergency Naloxone (Narcan) or another opioid antagonist to trained school personnel, with designated volunteers receiving initial and annual refresher training for the storage and emergency use of these medications. Responding to medical emergencies, particularly opioid overdoses, and the safe administration of Naloxone within the school environment. This plan aims to ensure the well-being of students and staff and to provide timely and effective intervention in the event of an opioid-related emergency.

Identification of Potential Overdose Cases:

- Training is provided to school staff, including teachers, administrators, and support staff, on recognizing the signs of opioid overdose, such as respiratory distress, unconsciousness, or pinpoint pupils.

Naloxone Training:

- The school designates key personnel, such as school nurses and selected staff members, to undergo specialized training in the administration of Naloxone.
- Training includes recognizing signs of overdose, proper administration techniques, and post-administration procedures.

Emergency Response Protocol, in the event of a suspected opioid overdose

- Maintain accessible and strategically located Naloxone kits within the school, particularly in areas where medical emergencies are more likely to occur.
- Trained personnel authorized to administer Naloxone during emergencies, and trained to follow the outlined step-by-step process for administering Naloxone, emphasizing proper dosage, injection techniques, and post-administration monitoring.
- After administration of Naloxone, staff shall immediately call emergency services (911) to report the incident and request urgent medical assistance
- Establish a post-administration monitoring procedure to ensure the individual's vital signs are stable. If necessary, continue to provide supportive care until emergency medical services arrive.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Administration Procedure

This Medical Emergency Protocol is designed to ensure swift and organized responses in times of need. Regular training and drills will familiarize staff with these procedures, promoting a safe and supportive environment within our school community.

Earthquakes

Earthquakes can occur without warning, often followed by aftershocks that may persist for weeks or months. The impact on buildings varies, making it crucial to remain calm and act promptly during and after the shaking.

- Stay Calm and Assess: Keep calm during the shaking and remain in your current location. Assess the situation before taking action. Remember, injuries often result from flying or falling debris.
- Drop, Cover, and Hold On: Upon the first indication of an earthquake, teachers should instruct students to Drop, Cover, and Hold On.
- Move to Safety: Move away from windows and overhead hazards to avoid glass and falling objects.
- Students with Disabilities: Students with disabilities preventing them from seeking protection under furniture should:

- Move away from unsecured items in the room.
- Go to a structural corner away from cabinets, shelves, and windows.
- Lock wheelchair wheels and protect their head and neck with their hands.

After the Earthquake

- Incident Commander Activation: When the shaking stops, the principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation Procedures: Staff and students will evacuate using prescribed or safe routes to the Assembly Area.
- Attendance and Student Accountability: Teachers will bring their student roster and emergency supplies, taking attendance at the Assembly Area. Special attention will be given to students with cognitive disabilities.
- Missing Students Notification: Teachers will notify the Assembly Area Team of missing students or any student left behind.
- Security Measures: The administrative team will secure the area to prevent unauthorized entry and ensure clear access roads for emergency vehicles.
- Utilities and All Clear: Notify the appropriate utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will notify and update parents promptly via ParentSquare.

This Earthquake Response Protocol is designed for the safety and well-being of all individuals on campus. Regular drills and training will reinforce these procedures, fostering a resilient and prepared school community.

Assaults

Assaults, involving acts of striking or inflicting injury on a person, are considered serious matters, demanding immediate attention and appropriate action. Any threat or assault on students or employees requires prompt reporting to the School Principal or designated personnel. The decision to involve law enforcement officials will be determined by the School Principal or designee.

General Reporting Steps:

- Immediate Reporting: Report any threat or assault on students or employees promptly to the School Principal or designee.
- Law Enforcement Notification: The School Principal or designee will assess the severity and decide whether law enforcement officials should be notified.

In Case of Serious Assault:

- Emergency Services: Dial 911 immediately.
- Seek Medical Attention: Seek first aid or medical attention for any injuries sustained during the assault, if indicated.
- Document Injuries: Have photographs taken of any injuries as part of the documentation process.
- Assailant Description: Write down a detailed physical description of the assailant as soon as possible after the incident, including sex, age, height, weight, race, clothing, and any weapon used.
- Witness Information: Obtain names and telephone numbers of any witnesses present during the assault.
- Incident Report: Draft an incident report detailing the circumstances of the assault.
- Submission to School Principal: Submit the incident report to the School Principal or designee for review.
- Law Enforcement Involvement: The School Principal or designee will submit an incident report to local law enforcement if the assault is deemed serious.

This Assault Incident Protocol is designed to ensure a swift and comprehensive response to any assault situation. Regular training and awareness programs will support the school community in understanding and implementing these procedures effectively.

Biochemical/Hazardous Materials

A biological or chemical release involves the discharge of substances in solid, liquid, or gaseous states, with potential incidents ranging from chemical spills in school laboratories to hazardous material incidents adjacent to the school. Early detection and swift response are essential to ensure the safety of students and staff.

Indicators of Release:

- Multiple victims with symptoms such as watery eyes, twitching, choking, loss of coordination, trouble breathing.
- Presence of distressed animals or dead birds.

Response Procedures:

- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation and Isolation: Staff and students will use designated routes to the Assembly Area, upwind of the affected area. Those exposed to contaminants should be isolated from the rest of the school population.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details and the nature of the emergency.
- Area Isolation and Access Restriction: The administrative team, under the Incident Commander's instructions, will isolate and restrict access to potentially contaminated areas.
- Ventilation and Air Handling Measures: The Security/Utilities Team will turn off local fans, close windows and doors, and shut down the building's air handling system.
- Parent Communication: The principal or designee will promptly notify and update parents via ParentSquare.
- Decontamination and Triage: Individuals in direct contact with hazardous substances should wash affected areas with soap and water. Outer clothing layers, potentially contaminated, should be removed and contained. The Triage Team will evaluate and monitor exposed individuals.
- Assembly Area Team Responsibilities: Prepare a list of all people in the affected or contaminated area, specifying those with actual contact. Provide the list to the Incident Commander and emergency responders.
- Crisis Team Activation: The Crisis Response Team will convene on-site, initiating counseling and recovery processes.
- Area Reopening: Affected areas will not reopen until clearance is provided by the appropriate agency, such as Los Angeles County HazMat, and the Incident Commander authorizes it.
- All Clear Activation: Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

These protocols ensure a comprehensive and coordinated response to biochemical/hazardous material incidents, prioritizing the safety and well-being of the school community. Regular drills and training will enhance preparedness and awareness.

Disorderly Conduct

Disorderly conduct, whether exhibited by a student, staff member, or visitor, can pose a threat to the safety and well-being of the school community. The following protocols are established to ensure a measured and effective response:

- Immediate Action: Upon witnessing disorderly conduct, staff should take immediate steps to calm and control the situation, prioritizing the safety of all individuals involved. If safe to do so, attempts should be made to isolate the perpetrator from other students and staff.
- Witness Statements: Witnesses are encouraged to provide written statements detailing the incident for follow-up by the school administrator and/or law enforcement agency.

- Notification to Principal: Staff witnessing disorderly conduct should promptly notify the principal or designee.
- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating appropriate emergency functions such as Lockdown, Evacuate Building, or Off-site Relocation.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details (e.g., building, room, area) of the incident.
- Immediate Threat Response: If an immediate threat is not evident, the Incident Commander or designated staff may attempt to defuse the situation. Approach the individual in a calm, nonconfrontational manner and request they leave the campus, avoiding hostile situations.
- Family Notification (if applicable): In the case of a student involved, every effort should be made to notify the family, as they may provide valuable insights on handling the situation.
- Parent Communication: The Incident Commander will promptly notify and update parents via ParentSquare, as necessary.
- Threat Assessment/Management Team Activation: The Incident Commander and team will assess whether activating the threat assessment/management team (Crisis Response Team) is warranted.
- All Clear Activation: Once the incident concludes, and the campus is determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are designed to address disorderly conduct swiftly and efficiently, prioritizing the safety of the school community and providing necessary support and communication channels. Regular training and drills will enhance preparedness and response capabilities.

Vandalism

In the event of school vandalism, the following procedures are to be adhered to for a comprehensive and effective response:

- Notification of School Authority: Promptly notify the school principal or designee of the vandalism incident.
- Building and Grounds Personnel Notification: Notify building and grounds maintenance personnel to assess and address the immediate physical impact.
- Assessment of Severity: The School Principal, or designee, will assess the seriousness of the situation, gauging the level of assistance required, which may involve engaging local law enforcement.
- Identification of Perpetrators: If possible, attempt to identify the individuals involved in the act of vandalism.
- Witness Interviews and Statements: Conduct interviews with witnesses and obtain written statements detailing the incident.
- Documentation Process: Document the incident promptly, preparing an incident report that includes any witness statements. Submit this report to the School Principal or designee.
- Parent/Guardian Notification: Notify parents or legal guardians of the affected students about the vandalism incident.
- Disciplinary Measures: Determine appropriate disciplinary measures in response to the act of vandalism.
- Restitution Assessment: Evaluate any monetary restitution issues arising from the vandalism and determine the applicable amounts.

These procedures are established to ensure a systematic response to vandalism incidents, address immediate concerns, identify responsible parties, and implement appropriate disciplinary and restitution measures. Regular communication with parents and legal guardians is crucial for maintaining transparency and fostering a sense of responsibility within the school community.

Loss or Failure of Utilities

In the event of a utility failure, encompassing the loss of water, power, or other essential utilities on school grounds, the following comprehensive procedures are to be followed:

- **Immediate Action for Broken Utility Lines:** In the case of a broken water or electrical line, make an immediate effort to shut off water or power to the affected area. Simultaneously, notify the school administrator without delay.
- **Incident Commander Designation:** Upon receiving notification of a utility loss, the principal or designee assumes the role of Incident Commander. The Incident Commander will initiate appropriate emergency functions, including potential actions like Shelter in Place or Evacuate Building.
- **Communication with MPS General Counsel & Facilities Department:** The Incident Commander, during business hours, will promptly notify the MPS General Counsel & Facilities Department, specifying the location and nature of the emergency. The preferred vendor list may be engaged based on the Incident Commander's discretion.
- **Utility Company Coordination:** MPS General Counsel & Facilities Department personnel, collaborating with the Incident Commander, will contact the affected utility company. This communication aims to ascertain the necessity of their assistance, recommended actions, and the anticipated duration of the service interruption.
- **Evacuation Procedures:** If the Evacuate Building action is warranted, teachers will evacuate with student rosters and essential classroom emergency supplies. Attendance will be taken in a safe location. Special consideration will be given to students with cognitive disabilities.
- **Parent Notification via ParentSquare:** The Incident Commander will inform and update parents promptly through ParentSquare.
- **Utilization of Emergency Supplies:** School emergency supplies will be deployed as needed to compensate for the utility loss.
- **All Clear Action:** Once the incident is concluded, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- **Specific Concern Protocols:** In addition to the outlined procedures, the Incident Commander will implement specific protocols tailored to the nature of the utility concern (e.g., loss of water supply, power outage).

These procedures are established to ensure a swift, organized, and effective response to utility failures, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Bomb Threat/Suspicious Package

In response to the discovery of a suspicious package on campus grounds or the receipt of a threatening phone call indicating a potential explosion risk, the following procedures are implemented:

Response to Threatening Phone Calls:

- **Immediate Action:** The call taker aims to keep the caller on the line while alerting someone else to call 911. Simultaneously, the staff member calling 911 provides essential information to the operator:
 - Nature of threat on the phone line
 - School name
 - Phone number of the line receiving the threat
 - Name and contact information of the staff member
- **Informing the Principal:** The person answering the threat call informs the principal immediately and gathers and records information about the call, addressing bomb threat questions such as location, timing, appearance, motive, and contact details.
- **Voice Analysis and Background Evaluation:** Questions are complemented by evaluating the caller's voice and background noise for characteristics such as gender, age, accent, speech clarity, and background environment.
- **Incident Commander Designation:** The principal or designee assumes the role of the Incident Commander, advising the school. Law enforcement may instruct the school to wait for officers to arrive and conduct an

investigation. The Incident Commander, in consultation with law enforcement, determines appropriate emergency functions, such as Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.

Discovery of Suspicious Packages or Objects:

- Cell Phone and Radio Precautions: If unusual or suspicious packages, boxes, or foreign objects are discovered, all cell phones and hand-held radios are turned off to prevent potential triggering by radio frequencies.
- Object Discovery Protocol: Report the discovery to the Incident Commander while securing the immediate area without touching or disturbing the object. No attempt should be made to investigate or examine a suspicious object.
- Parent Notification via ParentSquare: The Incident Commander notifies and updates parents through ParentSquare.

Evacuation Procedures:

- Incident Commander's Decision: The Incident Commander, consulting with law enforcement, may alter emergency functions based on the situation. In case of a confirmed threat or bomb discovery, the Evacuate Building action is issued.
- Safe Evacuation: Staff and students evacuate using safe routes to the Assembly Area.
- Attendance and Missing Students: Teachers bring student rosters, take attendance at the Assembly Area, and account for students. Special consideration is given to students with cognitive disabilities. Teachers notify the Assembly Area Team of missing students.

Post-Incident Actions:

- Crisis Response Team: The Crisis Response Team convenes on-site for counseling and recovery.
- Inspection and All Clear: School activities do not resume until proper authorities inspect affected buildings and declare them safe. The Incident Commander initiates the All Clear action after the incident concludes.
- Off-Site Relocation: The Incident Commander may initiate an off-site relocation if conditions warrant.
- Incident Report: Following the incident, the Incident Commander completes a comprehensive bomb threat report for analysis and reflection.

These procedures are established to ensure a swift, organized, and effective response to bomb threats and suspicious packages, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Explosions/Risk of Explosions

In the unfortunate event of an explosion or the risk of explosion at the school, the following procedures should be followed:

- Initiate Drop, Cover, and Hold On: In the event of an explosion, all individuals should immediately initiate the Drop, Cover, and Hold On protocol.
- Incident Commander and Emergency Services: The principal or designee becomes the Incident Commander and promptly calls 911 to provide precise details of the emergency, including the location (e.g., building, room, area) and the nature of the incident.
- Consultation and Emergency Functions: The Incident Commander will consult with available law enforcement and, considering the potential for another imminent explosion, determine appropriate emergency functions. Actions may include Shelter in Place, Evacuate Building, or Relocation. Evacuation may be required in some buildings on campus, with others serving as shelters.
- Evacuation Procedures: In the event of an evacuation, staff and students will use prescribed routes or other safe routes to proceed to the Assembly Area.
- Attendance and Notifications: During evacuation, teachers will bring the student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are responsible for accounting for students with cognitive disabilities who may not have understood the directions, and they will notify the Assembly Area Team of missing students. The Incident Commander will promptly notify and update parents via ParentSquare.

- **Medical Assistance:** The Triage Team will promptly check for injuries and provide appropriate medical assistance.
- **Utilities and Building Security:** The Incident Commander will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities. The administrative team will secure the building entrance to prevent unauthorized persons from entering the school buildings.
- **Search and Rescue Activities:** If it is determined safe to enter affected areas, the Incident Commander will direct the administrative team to initiate search and rescue activities.
- **Reopening and Clearance:** Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or the appropriate agency provides clearance, and the Incident Commander authorizes such action.
- **Relocation Procedures:** The Incident Commander may initiate a Relocation if conditions warrant such a decision.
- **All Clear and Conclusion:** Once the incident has concluded, and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are established to ensure a swift, organized, and effective response to explosions or the risk of explosions at school, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Fighting or Riots

When dealing with a fight or the potential escalation to a riot, school staff should adhere to the following guidelines:

Fighting:

- **Communication and Assistance:** Utilize radio units or cell phones for communication. If not feasible, send a reliable student to the office to seek assistance. Speak loudly, demanding an immediate cessation of the behavior.
- **Collaboration and Intervention:** Seek assistance from other teachers to address the situation. If students begin to gather, work swiftly to disperse them.
- **Identification and Intervention:** Call out the names of involved students, if known, and inform them of their identification. For serious fights, especially those involving weapons, seek additional help from law enforcement personnel.
- **Separation and De-escalation:** Attempt to separate involved students using an assertive tone. Consider age, size, and personal safety before intervening physically. If successful in separating students, avoid further confrontational behavior. Allow students time to talk in a calm setting to gradually change the climate of the situation.

Riots:

- **Prevention and Sensitivity:** Encourage teachers and staff to be sensitive to the emotional climate and defuse tensions before problems escalate.
- **Law Enforcement and Assessment:** Notify local law enforcement of the disturbance and convene at a pre-designated site to evaluate the situation.
- **Emergency Response Plans:** Have a law enforcement officer assess and call for necessary resources, such as backup and emergency medical assistance.
- **Activate emergency plans, including:**
 - Instruct office staff to handle communications and initiate lockdown orders.
 - Notify transportation for appropriate buses for evacuation.
 - Assign staff to a temporary detention facility and log information.
 - Direct a teacher or designee to initiate lockdown and immobilize the campus.
- **Collaboration and Communication:** Collaborate with the MPS Outreach & Communications Department to brief a representative for media interactions.
- **Medical Treatment and Triage:** Assign staff to a pre-designated medical treatment/triage facility.

Remember, these protocols are established to ensure a swift, organized, and effective response, prioritizing the safety and well-being of students and staff during such incidents.

Crisis Response

A school crisis is an unexpected critical incident that poses a safety threat or disrupts the school day, impacting teaching, learning, and overall well-being. Common reactions include shock, confusion, and fear. While each crisis may affect individuals differently, it can have a broad and immediate impact on students and adults. Examples include accidents, violent incidents, deaths, natural disasters, or acts of terrorism.

Multi-Tiered Crisis Response Team Model:

Tier I: School Site Crisis Response Team:

- Initiates crisis response, assesses needed services, and provides direct interventions.
- Determines the need for additional assistance from the Home Office.
- May be activated during emergencies or as a stand-alone team.

Tier II: Academic Department (Director of Special Education and Services; Director of Student Services):

- Contacted by the school site for support beyond the team's scope.
- Provides consultation, direct intervention, assistance with communications, and guidance for recovery/SEL support.

Tier III: MPS Home Office Crisis Response Team:

- Engaged based on collaboration between the Academic Department and the school site.
- Offers consultation, direct intervention, communication support, and recovery guidance.

Crisis Response Procedures:

- **Activation and Assessment:** The principal or designee, as the Incident Commander, activates the School Site Crisis Response Team. The team, in collaboration with the Incident Commander, assesses the impact and triages students, staff, and parents/guardians.
- **Direct Intervention Services:** The Crisis Response Team delivers crisis intervention services, including psychological first aid.
- **Restoration of School Functions:** Advises and assists the Incident Commander in restoring regular school functions efficiently and quickly.
- **Limiting Exposure and Ongoing Assessment:** Takes measures to limit exposure to scenes of trauma, injury, and death. Provides ongoing assessment of needs and follow-up services as required.

These protocols are designed to ensure a comprehensive, organized, and effective response to crises, prioritizing the well-being of students, staff, and the school community.

Active Shooter/Gunfire

In the event of a threat of violence on campus or the sound of gunfire, lockdown procedures should be immediately implemented. An Active Shooter on Campus is defined as an individual or individuals on school grounds armed with a firearm, having caused injury or death with the firearm and demonstrating continued threat.

Procedures for Staff:

- Upon the first indication of an active shooter, staff must promptly notify the principal or designee, who assumes the role of Incident Commander.
- The Incident Commander initiates a lockdown, the recommended emergency response.
- A call to 911 is made, providing precise details of the incident. A designated person should remain on the line with the police if safe.
- Establish communication with classrooms through school phones, email, cell phones, or radios to keep everyone informed.
- Notify MPS Home Office through the HOST channel and request assistance.

- Collaborate with the MPS Outreach & Communications Department to inform and update parents via ParentSquare.

Principal/Designee and Crisis Response Team Responsibilities:

- Secure perimeter gates and ensure all individuals are safely behind locked doors.
- Initiate the process of accounting for all students and staff.
- Calm and control students through regular announcements. If safe, maintain separation between students and the perpetrator.
- If imminent danger is identified with an active shooter on campus, Rapid Relocation may be initiated, ensuring students are not placed in the gunman's path.

Rapid Relocation Procedures:

- Encourage quick evacuation through any safe exit. If leaving campus, the preferred off-site relocation point is chosen if the route is safe.
- Inform local law enforcement of the decision to leave campus and the chosen destination. Keep them updated on students and staff not reaching the relocation point.
- Calm students, establish a perimeter for safety, and re-establish Incident Command teams with available staff.
- The Triage Team collaborates with first responders for medical attention to the injured.
- The Incident Commander prepares a verified list of the wounded and their transport locations, coordinating with the School Site Crisis Response Team for parent notifications.
- All media inquiries are directed to the MPS Home Office Outreach & Communications Department.
- Once the incident concludes and the campus is declared safe, the Incident Commander initiates the All Clear action.
- A debrief session with staff and school police officers is conducted by the Incident Commander.

These crisis response protocols are established with the paramount goal of ensuring the safety, well-being, and efficient recovery of students, staff, and the school community in the face of unforeseen critical incidents. The collaboration between school personnel, law enforcement, and relevant agencies is crucial to swiftly and effectively address emergencies, minimize disruptions, and support the emotional and physical recovery of those affected. By adhering to these comprehensive procedures, we aim to create a secure and resilient environment conducive to the continued growth and success of our educational community.

Use of Facilities

In the event of disasters or emergencies, the school is committed to supporting the mandated emergency procedures established by law enforcement, government, or public safety agencies. This ensures that students and both certificated and classified staff follow necessary protocols, enabling the school to serve as a mass care and welfare shelter.

Evacuation

In the event that community conditions or internal school circumstances necessitate a site evacuation, the following steps should be undertaken:

- The principal or designee assumes the role of Incident Commander and will communicate evacuation instructions via the PA system. If the PA system is unavailable, alternative communication methods, such as messengers, will be employed. The principal will convey a calm demeanor, offer reassuring comments, affirm that the situation is under control, and provide clear directions.
 - Example Statement: "Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll books 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."
- The Incident Commander will activate the fire alarm system as a signal to initiate the evacuation process.

- Designated emergency team members/staff will secure medications, related documents, and other essential medical supplies/equipment, such as First Aid Kit, CPR, AED, Epi-Pen, and Sharps container.
- Teachers will instruct students to evacuate the building using designated routes and assemble in their assigned Assembly Area.
- Teachers will bring student rosters and any classroom emergency supplies, take attendance once the class is assembled in a safe location, and account for students with cognitive disabilities who may not have fully understood the directions. Missing students will be listed on the Missing Persons Report.
- Once assembled, teachers and students will remain in place until further instructions are provided.
- The Incident Commander will make necessary notifications to the Home Office and parents.
- Upon the conclusion of the incident and confirmation of campus safety, the Incident Commander will initiate the All Clear action.

Procedures for Responding to Students Who Self-Injure

Self-injury, characterized by the deliberate act of harming one's own body, is often an unhealthy coping mechanism for emotional pain, intense anger, or frustration. While this behavior may lack suicidal intent, it can escalate the risk of suicide due to underlying emotional issues. Consequently, students exhibiting self-injurious behaviors should be assessed for suicide risk.

Signs and Symptoms of Self-Injury:

- Frequent or unexplained bruises, scars, cuts, or burns.
- Consistent, inappropriate use of clothing to conceal wounds.
- Possession of sharp objects such as razor blades, shards of glass, or thumbtacks.
- Evidence of self-injury in journals, drawings, social networking sites, etc.

Risk Factors of Self-Injury:

- Age, with a higher prevalence among teenagers and young adults.
- Influence of friends engaging in self-injury.
- Psychosocial factors, including neglect, abuse, or traumatic events.
- Mental health issues, such as depression, anxiety disorders, post-traumatic stress disorder, and eating disorders.
- Alcohol or drug abuse.

Protocol for Responding to Self-Injury:

- Respond immediately or as soon as practically possible.
- Supervise the student at all times.
- Seek medical attention as needed.
- Conduct an administrative search for access to means such as razor blades, shards of glass, other sharp instruments, or medications.
- Assess for suicide risk using appropriate protocols.
- Communicate with and involve the parent/guardian to address the self-injurious behavior promptly.

Awareness for Parents/Caregivers:

- Encourage appropriate coping and problem-solving skills.
- Listen calmly and empathetically, avoiding shaming reactions.
- Develop a safety plan with the student.
- Notify identified adults in the safety plan and provide information on the adult gatekeepers.

Self-Injury and Contagion:

- Respond immediately to identified students.
- Assess each student for suicide risk individually.
- Supervise students separately if identified as engaging in self-injurious behaviors.
- Consider making a mental health referral for students exhibiting self-injurious behaviors.

Response to Self-Injury and Contagion within the School Community:

- Address self-injury with students individually.
- Avoid discussing self-injurious behaviors in group settings.
- Conduct informational parent meetings, inviting all parents/guardians for psycho-education, awareness, and tools for addressing self-injurious behaviors.
- Supervise students and children during parent/guardian meetings.
- Consult with the Outreach & Communications Department for dissemination of information regarding parent/guardian meetings or other media matters.

These procedures are established to ensure a compassionate and effective response, prioritizing the well-being of students and fostering a safe and supportive school environment.

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 the 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.

Emergency Drills

The school shall conduct emergency drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or 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 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

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 or designee.

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 were taken by the school.
- Announce new changes made after the incident has passed.

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. Schoolwide communication will be sent via ParentSquare.

Safety Supply/Equipment

The School Principal and/or designee, alongside the School Safety Management 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, such as classrooms.

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for directing team activities and keeping everyone informed of the overall status. Furthermore, responsible for assessing the adequacy of available water, food, sanitation, and other supplies and organizing the distribution of resources for immediate use. Specific duties may include

- Reporting equipment and supply needs
- Estimate the number of persons requiring food/shelter/care
- Work Incident Commander to determine the length of time care will be needed
- Inventory supplies on hand
- Distributing emergency water and food supplies
- 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 the School Safety Management Team include:

- 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

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
- Antibacterial 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.

Plant Inspections

The School Principal, or designee, with the assistance of local support personnel where necessary, will inspect and ensure that the school is clean, and secured, all paths of egress are open and well lit is essential to the safety and well-being of all students and staff members of Magnolia Public Schools.

Essential Checklist: Plant Inspections

- A walk-through will be performed at least twice annually by the principal and/or designee to ascertain any unsafe conditions that are hazardous to the staff or student's 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 Committee will review the walk-through. A timeline for the completion of necessary corrections will be reviewed and assessed monthly.
- The School Principal and/or designee 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.
 - 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.

RECOVERY

Schools as Pillars of Support in Emergencies

Schools play a pivotal role in aiding members of the learning community in both preparing for and recovering from emergencies or disasters. Whether stemming from natural events like earthquakes, fires, and loss, or man-made events such as tragic incidents, student overdoses, or acts of terror, a school's approach to post-emergency support is most effective when it addresses diverse levels of need among students. The provision of varying degrees of support, including opportunities for smaller group meetings, becomes critical for those requiring more in-depth assistance, thereby complementing the general support offered to all students.

In the aftermath, the responsibility for implementing recovery strategies typically falls on the shoulders of school psychologists, counselors, social workers, and potential community mental health partners, all of whom may serve as members of the Crisis Response Team. Encouragingly, all adults involved are urged to contribute by modeling calm, caring, and thoughtful behavior.

Supporting Someone After a Crisis

When supporting someone after a crisis, it is important to be present and supportive. Use verbal, nonverbal, and paraverbal communication to convey your care and concern. Ask open-ended questions to identify how they are feeling and listen with empathy. Do not rush them to talk about the incident.

If you are feeling overwhelmed, take some time to gain your composure. Ask for a staff member to step in if you need to leave the room. Coordinate with other staff to address the immediate needs of the staff involved.

It is important to remember that you cannot provide effective support until you have reached physical and emotional calm.

Guiding Therapeutic Rapport through Time

1. Supporting in the Present - Helps rebuild relationships and build bridges of communication. The trust and relationship that you establish at this point are crucial to the de-escalation of a future crisis.
2. Understanding the Past - Allows the person to reflect on their actions and consider the impact on others. This helps to uncover what happened and identify any patterns and Precipitating Factors, which can help in planning for the future.
3. Planning for the Future - Results in learning and development of approaches by collaborating and problem-solving. Planning creates a sense of responsibility and ownership for the individual. It also helps staff prevent crisis behaviors and improve their approaches.

Therapeutic Rapport Considerations

When engaging with individuals in therapeutic settings, it is crucial to take into account several factors that significantly influence the dynamics of the counseling relationship:

- **Age:** An individual's age plays a pivotal role in shaping their ability to comprehend and actively participate in therapy. Consider the developmental stage, as younger children might struggle to express emotions or grasp complex concepts, while older adults bring different life experiences and concerns.
- **Cognitive Functioning:** Cognitive abilities vary among individuals, affecting their capacity to process information and follow instructions. Modify therapeutic approaches to accommodate diverse cognitive functioning levels and ensure effective communication.
- **Culture:** Cultural background deeply influences expectations about counseling and communication styles. Cultivate respect for individuals' cultural values and beliefs, recognizing the potential impact of cultural differences on the therapeutic relationship.

- **Gender Identity:** An individual's gender identity significantly shapes their experiences and interpersonal connections. Create an affirming and safe space that respects and acknowledges clients' gender identities, fostering an environment conducive to exploring gender expression.
- **Previous Life Experiences:** Past life experiences profoundly mold an individual's thoughts, emotions, and behaviors. Be attuned to the potential impact of these experiences on the therapeutic relationship, recognizing their role in shaping an individual's progress.

In acknowledging and adapting to these diverse factors, support staff can enhance the effectiveness of therapeutic interventions, fostering a more inclusive and supportive environment for all individuals seeking assistance.

Strategies for the Crisis Response Team: Supporting Students and Staff After a Crisis

1. **Immediate Debriefing:** Conduct immediate debriefing sessions to allow team members to share their experiences, feelings, and observations.
2. **Provide Safe Spaces:** Establish designated safe spaces within the school where students and staff can seek solace and support.
3. **Structured Group Sessions:** Organize structured group sessions led by mental health professionals to address collective concerns and promote a sense of community.
4. **Resource Distribution:** Distribute informational resources and support materials to students and staff, outlining available counseling services and coping mechanisms.
5. **Collaborative Outreach:** Collaborate with external mental health organizations to provide additional resources and expertise.
6. **Peer Support Networks:** Facilitate the creation of peer support networks among students and staff to encourage mutual assistance.
7. **Long-Term Counseling Services:** Ensure access to long-term counseling services for both students and staff members, recognizing that recovery is an ongoing process.

Strengthening Staff Responses and Fostering Resilience

To enhance staff responses to incidents, it is crucial to conduct an objective assessment of the current response. Take time to reflect on the incident and engage in open dialogue with fellow staff members who were involved. This collaborative process can uncover valuable insights and identify areas for improvement.

Managing a crisis is a challenging experience that can have a profound impact on everyone involved, including staff members. Recognizing the potential trauma of these situations is the first step toward building resilience. Taking care of one's self during this time is essential for both physical and emotional well-being.

Building Resilience:

- **Reflect on the Experience: Acknowledge thoughts, feelings, and physical reactions to the incident.** Reflecting on the experience helps in processing emotions and developing effective coping mechanisms.
- **Practice Self-Care:** Prioritize self-care activities to maintain overall well-being. Ensure individuals get enough sleep, maintain a healthy diet, engage in regular exercise, and spend quality time with loved ones. Self-care provides the strength needed to cope with the challenges of crisis management.
- **Seek Professional Support:** If coping is challenging following the aftermath of a crisis, seeking professional support from a therapist or counselor can be immensely beneficial. A professional can assist in understanding emotions and developing healthy coping mechanisms tailored to your needs.

By fostering open dialogue, engaging in self-reflection, and prioritizing self-care, staff members can collectively navigate the aftermath of crises. Recognizing the trauma and proactively seeking support contribute to building resilience and fostering a supportive community within the school environment.

Recovery information is adopted from: Crisis Prevention Institute (2023). Nonviolent crisis intervention training. 3rd Edition.

MODULE 8 | Post-Crisis

The COPING ModelSM

INDIVIDUAL



STAFF

<p>CONTROL - Ensure that emotional and physical control is regained.</p> <ul style="list-style-type: none"> I'd like to talk about what happened earlier. Do you have a few minutes? 	C	<p>CONTROL - Ensure that emotional and physical control is regained by the staff.</p> <p>Start the conversation by acknowledging staff's feelings and then asking permission to discuss.</p>
<p>ORIENT yourself to the basic facts.</p> <ul style="list-style-type: none"> What happened? When did it happen? Who else has been affected? Why did it happen? Where did it happen? 	O	<p>ORIENT yourself to the basic facts.</p> <ul style="list-style-type: none"> What happened? When did it happen? Who else has been affected? Why did it happen? Where did it happen?
<p>PATTERNS - Look for patterns for the behavior.</p> <ul style="list-style-type: none"> Is this the first time the individual reacted that way, or has it become a recurring event? 	P	<p>PATTERNS - Look for patterns in staff responses to the behavior.</p> <p>Review the staff response history. Are there patterns in how the team or specific staff members responded?</p>
<p>INVESTIGATE alternatives to the behavior.</p> <ul style="list-style-type: none"> What could you do differently next time? What should we do to put things right? What were you thinking about at the time of the incident? 	I	<p>INVESTIGATE ways to strengthen staff responses. With team members, propose and discuss potential solutions.</p> <ul style="list-style-type: none"> What were you thinking about at the time of the incident? What changes should be considered to help prevent future crisis events or to improve a future response?
<p>NEGOTIATE future approaches and expectations of behavior.</p> <ul style="list-style-type: none"> What can we do to help you when you feel distressed? Is there anything you don't want us to do during these moments? 	N	<p>NEGOTIATE changes that will improve future interventions. Reinforce what's working well.</p> <p>Example: "Is there anything you would have done differently?"</p> <p>Discuss and gain commitment from all staff to ensure that any improvements will be made.</p>
<p>GIVE back responsibility; provide support and encouragement.</p> <ul style="list-style-type: none"> I appreciate you talking with me. Do you agree with the plan that we just discussed? 	G	<p>GIVE support and encouragement. Express trust and confidence in their ability to respond during the next crisis.</p>

Glossary

MPS = Magnolia Public Schools

CMO = Charter Management Organization

PBIS = Positive Behavioral Interventions & Supports

SEL = Social-Emotional Learning

ISS = In School Suspension

ODR = Office Discipline Referral

ADA = Average Daily Attendance

LCAP = Local Control and Accountability Plan

PAC = Parent Advisory Committee

PTF = Parent Task Force

UCP = Uniform Complaint Procedures

CDE = California Department of Education

IDEA = Individuals with Disabilities Education Act

IEP = Individualized Education Program

504 = Section 504 of the Rehabilitation Act of 1973

SSPT = Student Services and Programs Team

HOST = Home Office Support Team

Comprehensive School Safety Plan (CSSP): A detailed school emergency preparedness plan that covers prevention, response, and recovery procedures.

Incident Commander: The person responsible for directing emergency operations during a crisis.

Assembly Area: A designated safe location where students and staff gather during building evacuations to facilitate attendance taking.

Lockdown: An emergency protocol that secures school buildings and grounds during situations involving threats of violence.

ParentSquare: A school-to-home engagement platform used by the school to communicate essential information to parents/guardians.

Emergency Supplies: Resources like first aid kits, flashlights, batteries, blankets, and food/water that are critical for dealing with crises.

All Clear: An announcement made by the Incident Commander indicating that a crisis or emergency has ended and normal school operations can resume.

Crisis Response Team: A multidisciplinary school team trained in crisis preparedness, intervention, and recovery strategies to support the school community during and after critical incidents.

Recovery: The process of assisting students, staff, families and the greater school community in healing and overcoming trauma in the aftermath of a crisis/emergency.

Comprehensive Safe School Plan Quick Reference Guide

Magnolia Science Academy 7 MAGNOLIA PUBLIC SCHOOLS



18355 Roscoe Boulevard
Northridge, CA 91325
818-886-0585
Meagan Wittek, Principal
mwittek@magnoliapublicschools.org

Comprehensive Safe School Plan

Quick Reference Guide

Magnolia Science Academy- Bell
MAGNOLIA PUBLIC SCHOOLS



6411 Orchard Avenue
Bell Ca, 90201
323-826-3925

Dr. Laura Schlottman, Principal
lbschlottman@magnoliapublicschools.org

A meeting for public input was held on Dec 14, 2023

Plan Revised January 29, 2024

Plan approved by MAGNOLIA PUBLIC SCHOOL GOVERNING
BOARD for review February 8th, 2024

This document is available for public inspection during regular business hours at 7:30am - 4:00pm.

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

**Magnolia Science Academy-Bell
Comprehensive School Safety Plan
2024-2025**

Magnolia Science Academy-Bell’s Parent Advisory Committee certifies that the requirements of California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan.

Name	Agency	Contact Email/Number
Parent Advisory Committee/Safety Planning		
Name	Title	Contact Email
Dr. Laura Schlottman	Principal	lbschlottman@magnoliapublicschools.org
Mr. Erik Alvarado	Certificated	erikalvarado@magnoliapublicschools.org
Mrs. Darlene Boagni	Certificated	dgboagni@magnoliapublicschools.org
Mrs. Chelsea Rodriguez	Classified	chelsearodriguez@magnoliapublicschools.org
Claudia Hernandez	Parent	
Gloria Aleman	Parent	

Our Mission

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

Our Vision

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

About our School as a Safe Place to Learn

What is the vision of a school that is a safe place to learn? What does the parent advisory committee want the school to look like?

At Magnolia Science Academy, we envision a vibrant learning community where every student feels safe, nurtured, and respected. Through proactive efforts, we foster a positive and inclusive environment that empowers students to thrive academically, socially, and emotionally.

Contents

Comprehensive Safe School Plan	1
Quick Reference Guide	1
PURPOSE & PREPARATION	5
Statement of Purpose	5
Safety Goals and Objectives	5
Assessment of Data	5
Local Crime Data	5
School-wide Data	6
Component 1: School Climate	7
Component 2: Goal#2	7
Component 3: Goal#3	7
School Maps	9
Emergency Drills	10
Status Report Form	10
Emergency Drill Evaluation	11
Emergency Drill Calendar	12
H.O.S.T. Crisis Communication	12
CSSP Definitions for School	14
Emergency Teams:	14
School Emergency Contacts Chart	14
School Incident Command System and Emergency Teams	15
School Site Specific Considerations	17
Facilities Map	17
Emergency Map	17
Emergency Supplies and Equipment Location	17
Crisis Response Team Chart	18
Additional Contacts	19

PURPOSE & PREPARATION

Statement of Purpose

The Comprehensive School Safety Plan is designed to foster a secure school environment, fostering an optimal learning experience and elevating student academic achievement. This plan is strategically implemented to safeguard the well-being of students and staff, offering a structured response to emergencies and a set of guidelines for preparedness. The primary objectives of this plan include:

1. Ensuring the safety and welfare of students and staff.
2. Providing a coordinated and effective response to emergency situations.
 - Encouraging collaboration among co-located schools for a unified emergency response. This collaborative effort encompasses comprehensive goals, activities, teams, and timelines, ensuring a collective commitment to the well-being of all individuals on campus.
3. Safeguarding the school's facilities and property.
4. Facilitating a swift restoration to normal conditions in the aftermath of an emergency, minimizing confusion.
5. Coordinating with local emergency services when necessary to enhance overall emergency response capabilities.

Safety Goals and Objectives

The emergency safety plans are carefully developed to address a range of potential crises, including natural disasters and fires. The school sites participate in regular disaster drills conducted throughout the academic year to ensure that students and staff are well-prepared for any emergency scenario. A crucial part of our planning process involves each MPS school site conducting a thorough review of school-specific data, leading to the identification of specific goals for the school year. This proactive approach ensures that our emergency preparedness measures are tailored to the unique needs and challenges of each school site, fostering a safe and secure learning environment for everyone in our community.

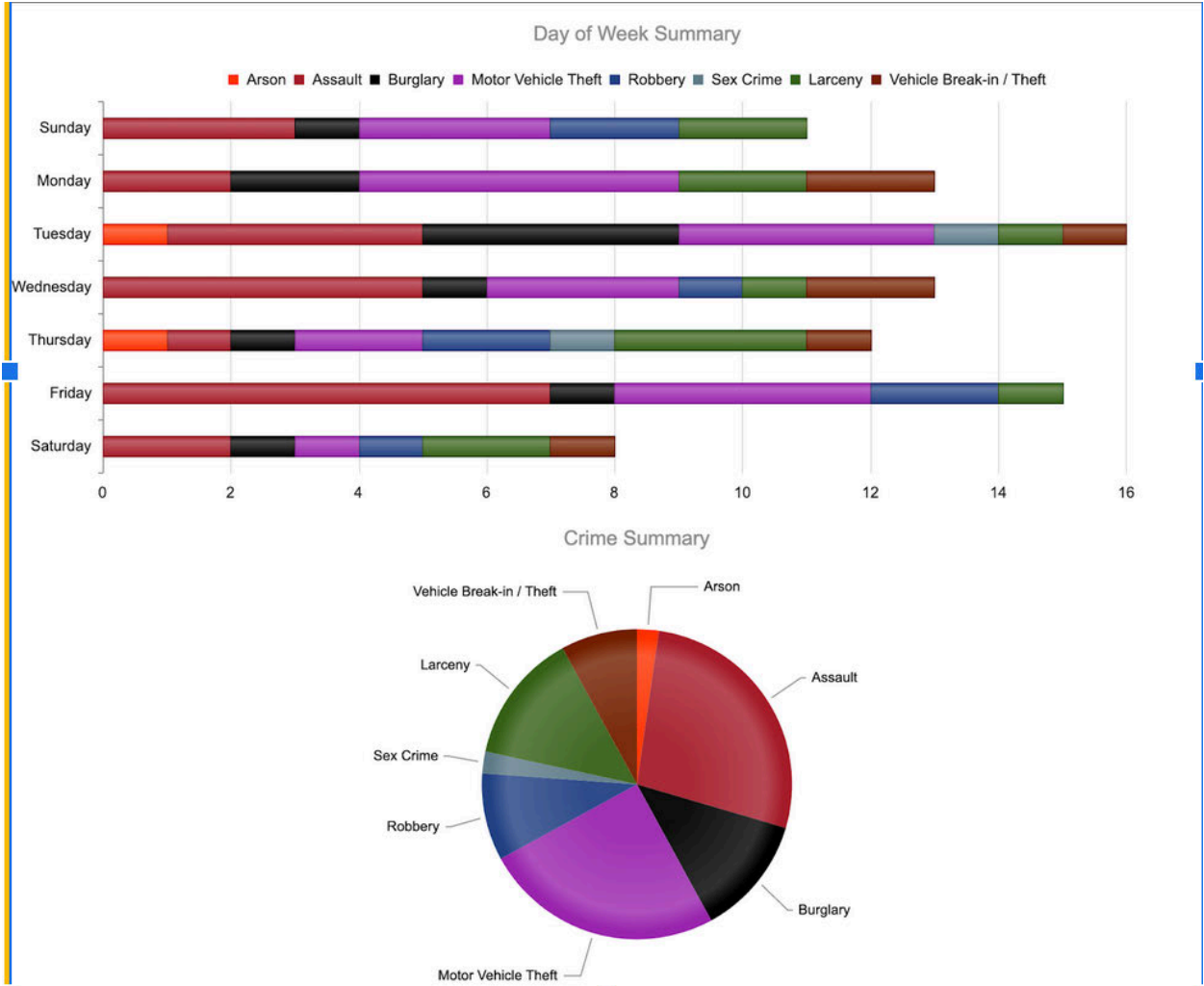
Assessment of Data

Local Crime Data

Data Source reviewed to develop statistical analysis was local Law Enforcement crime data via [crimemapping.com](https://www.crimemapping.com)

The top three crime violations in the area of 90201 from 6/2023 to 12/2023:

Type	Number
Total Crimes during time period	128
#1 Assault	36
#2 Motor Vehicle Theft	35
#3 Larceny	24



This data is represented by the following graphic pulled from source website:

<https://crimemapping.com/map/location/90201,%20Bell,%20CA,%20USA?id=dHA9MCN0dj02NTEyODNhZSNsb2M9MTE2NTYwNiNsbmc9NTUjcGw9NiY3MDg0I2xicz0xND00MTMxMjkwl2xuPUVhZ2xlTG9jYXRvcg==>

School-wide Data

Data regarding school community was compiled from Infinite Campus, local records, and logs. Data was reviewed on December 1, 2023. The following data was reviewed:

	2020-21	2021-22	2022-23	Currently as of 12/1/2023
Suspension Data Out-of-School	0	11	14	12
Suspension Data In-School	0	0	0	0
Expulsion Data	0	0	1	0
Average Daily Attendance (ADA) Rate	COVID-19 ENGAGEMENT	Hybrid Year Classroom ADA: 91.70% Non-Classroom ADA: 8.30%	96.33%	93.68%
Chronic Absenteeism Rate	3.8%	NEEDED	28.4%	6.32%

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
- Parent Advisory Committee
- 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.

Component 1: School Climate

Goal(s): All employees will uphold and implement all stated policies 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 plan.
- Related Activities: Review regularly during Professional Learning Sessions, completion of training through CharterSafe, committee meetings, and safety meetings.
- Resources needed: Safety plan
- Person(s) responsible for implementation: Designated Administrator, Safety Committee
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Educational Partner Surveys

Component 2: Goal#2

Goal(s):

- Objective: The objective is to keep our Suspension rates to < 1%
- Related Activities: Consistent use of our SEL curriculum to teach our students character strength and incorporate restorative circles in the classrooms to support building staff-student relationships.
- Resources needed: Positivity Project Curriculum, Staff
- Person(s) responsible for implementation: MSA-Bell Staff
- Budget: Refer to school budget
- Evaluation guidelines: End of year school suspension rates

Component 3: Goal#3

Goal(s):

- Objective: Maintain a Chronic Absenteeism rate of < 10%
- Related Activities: Home Visits, Creating a Welcoming Environment Staff PD, Early Collaboration with Families, Targeted meetings to create attendance goals in August.
- Resources needed: School Staff, Staff PD, Families
- Person(s) responsible for implementation: All staff, Families
- Budget: Refer to School Budget
- Evaluation guidelines: Home visits vs. End of School Year Chronic Absenteeism Rate

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:

Emergency Drill Evaluation

MPS Emergency Drill Evaluation ([Google Form](#))

The MPS Emergency Drill Evaluation collects the following information:

- School site
- When did the emergency drill take place?
- Drill Type
- Date Conducted
- Time Started and Time Completion
- Alert Type
- Did everyone on campus participate?
- If parents/guardians participated, what were their roles?
- Rate students' performance of emergency procedures.
- Rate faculty's performance of emergency procedures.
- Rate emergency team performance of duties.
- Rate accounting for everyone.
- Rate alert system.
- Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill?
- List the top lesson learned from this drill and how it will be addressed.
- What school-site training support would improve emergency drills and/or preparedness?

Comprehensive School Safety Plan

Magnolia Science Academy Santa Ana
MAGNOLIA PUBLIC SCHOOLS



2840 West 1st Street,
Santa Ana, CA 92703
(714) 479-0115

Dr. Maria Rowell, Elementary Principal
Steven Keskindurk, Campus Director & Secondary Principal

A meeting for public input and plan revision was held on
January 01/25/2024

Plan approved by MAGNOLIA PUBLIC SCHOOL GOVERNING
BOARD for review February 8, 2024

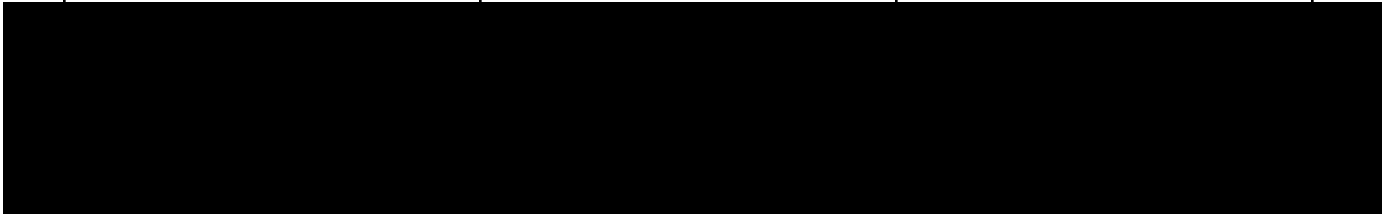
This document is available for public inspection during regular business
hours at 7:30am - 4:00pm.

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

**Magnolia Science Academy Santa Ana
Comprehensive School Safety Plan
2024-2025**

MSA Santa Ana’s Parent Advisory Committee certifies that the requirements of California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan.

Name	Agency	Contact Email
------	--------	---------------



Parent Advisory Committee/Safety Planning		
Name	Title	Contact Email
Steven Keskinturk	Principal (Secondary)	skeskinturk@magnoliapublicschools.org
Dr. Maria Rowell	Principal (Elementary)	mrowell@magnoliapublicschools.org
Bayraktar	Certificated - Secondary	ibayraktar@magnoliapublicschools.org
Candice Zakka	Certificated - Elementary	czakka@magnoliapublicschools.org
Ben Juarez	Classified - School Community Liaison	bjuarez@magnoliapublicschools.org
Luisa Sanchez	Parent	N/A
Holga Martinez	Parent	N/A

Our Mission

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

Our Vision

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

About our School as a Safe Place to Learn

At Magnolia Public Schools, we envision a vibrant learning community where every student feels safe, nurtured, and respected. Through proactive efforts, we foster a positive and inclusive environment that empowers students to thrive academically, socially, and emotionally.

Contents

PURPOSE & PREPARATION	8
Statement of Purpose	8
Plan Organization	8
Safety Goals and Objectives	8
Assessment of Data	9
Local Crime Data	9
School-wide Data	10
Component 1: School Climate	10
Component 2: Goal#2	11
Component 3: Goal#3	11
School Maps	12
Emergency Drills	13
Status Report Form	13
Emergency Drill Evaluation	14
Emergency Drill Calendar	15
H.O.S.T. Crisis Communication	15
PREVENTION	17
Employee Preparedness	17
Employee Skills	17
Employee/Student Special Needs	17
Emergency Onsite Personnel	18
Child Abuse and Neglect Reporting	18
Reportable Offenses	18
Responsibility for Reporting	18
Reporting Procedures	18
Investigation of Suspected Child Abuse or Neglect by Peace Officers - PC 11174.3	19
Releasing a Student to a Peace Officer - EC 48906	19
Procedures for Safe Ingress and Egress from School	19
Social Climate: School and Physical Environment	20
Effective Communication	20
Parent Concern	21
Students Responsibilities	21
Parent Responsibilities	22
School Responsibilities	22
Building Capacity for Engagement	23
Infinite Campus	23
ParentSquare	23
Parent Advisory Committee (PAC)	23
Parent Task Force (PTF)	23
Professional Development	24
Physical Environment	24
	4

Multi-Tiered System of Response to Behavior	24
Suspension and Expulsion Policy and Procedures	30
Procedures	31
Reflection	31
In School Suspension	32
Grounds for Suspension and Expulsion of Students	32
Enumerated Offenses	32
Suspension Procedure	38
Authority to Expel	39
Expulsion Procedures	39
Special Procedures for Expulsion Hearing Involving Sexual Assault or Battery Offenses	40
Record of Hearing	41
Presentation of Evidence	41
Expulsion Decision	41
Written Notice to Expel	42
Disciplinary Records	42
Expulsion Appeals	42
Interim Placement	42
Rehabilitation Plans	43
Readmission or Admission of Previously Expelled Student	43
Notice to Teachers	43
Involuntary Removal for Truancy	43
Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities	43
Students with an IEP	46
Procedures for Notifying Teachers	47
Title IX	49
Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy	49
Title IX, Harassment, Intimidation, Discrimination, and Bullying Coordinator (“Coordinator”)	49
Definitions - Prohibited Unlawful Harassment	49
Prohibited Unlawful Sexual Harassment	50
Prohibited Bullying	51
Bullying and Cyberbullying Prevention Procedures	52
Grievance Procedures	53
Title IX, Harassment, Intimidation, Discrimination, and Bullying Complaint Form	60
Uniform Complaint Policy and Procedures	61
Uniform Complaint Procedures (UCP) Policies and Procedures	61
Scope	61
Compliance Officer	63
Notifications	63
Procedures	64
Appeals to the CDE	65

Civil Law Remedies	66
General Complaint Procedures Form	67
General Complaint Procedures	68
General Complaint Procedures Form	70
Professional Boundaries: Staff/Student Interaction Policy	71
Corporal Punishment	71
Acceptable and Unacceptable Staff/Student Behavior	71
Duty to Report Suspected Misconduct	72
Examples of Specific Behaviors - Unacceptable Staff/Student Behavior (Violations of this Policy)	72
Unacceptable Staff/Student Behavior without Parent and Supervisor Permission:	72
Cautionary Staff/Student Behaviors	72
Acceptable and Recommended Staff/Student Behaviors	72
Dress Code/Uniforms	73
A Free MPS Uniform Set	73
Religious Head Coverings	73
Free Dress & Theme Dress Days Code	73
MPS Student Uniform Policy	74
RESPONSE	76
Disaster Response Procedures	76
Emergency and Crime Response	76
Fire	76
Lockdown	77
Medical Emergency	77
Earthquakes	78
Assaults	79
Biochemical/Hazardous Materials	80
Disorderly Conduct	80
Vandalism	81
Loss or Failure of Utilities	82
Bomb Threat/Suspicious Package	82
Explosions/Risk of Explosions	83
Fighting or Riots	84
Crisis Response	85
Active Shooter/Gunfire	85
Use of Facilities	86
Evacuation	86
Procedures for Responding to Students Who Self-Injure	87
Floor Plan	88
Emergency Drills	88
School Safety Management Team and Operations	88
Guidelines for Handling the Media	88
Parental Notification	89

Safety Supply/Equipment	89
Plant Inspections	90
RECOVERY	92
Schoolwide Supporting Documents	94
Glossary	95
Comprehensive Safe School Plan Quick Reference Guide	97
CSSP Definitions for School	98
Emergency Teams:	98
School Emergency Contacts Chart	98
School Incident Command System and Emergency Teams	98
School Site Specific Considerations	101
Emergency Supplies and Equipment Location	101
Crisis Response Team Chart	101
Additional Contacts	102

PURPOSE & PREPARATION

Statement of Purpose

The Comprehensive School Safety Plan is designed to foster a secure school environment, fostering an optimal learning experience and elevating student academic achievement. This plan is strategically implemented to safeguard the well-being of students and staff, offering a structured response to emergencies and a set of guidelines for preparedness. The primary objectives of this plan include:

1. Ensuring the safety and welfare of students and staff.
2. Providing a coordinated and effective response to emergency situations.
 - Encouraging collaboration among co-located schools for a unified emergency response. This collaborative effort encompasses comprehensive goals, activities, teams, and timelines, ensuring a collective commitment to the well-being of all individuals on campus.
3. Safeguarding the school's facilities and property.
4. Facilitating a swift restoration to normal conditions in the aftermath of an emergency, minimizing confusion.
5. Coordinating with local emergency services when necessary to enhance overall emergency response capabilities.

Plan Organization

Effectively managing emergencies demands a dual focus on thorough emergency preparedness and efficient emergency response capabilities. The Comprehensive School Safety Plan is organized into five essential components:

1. Purpose and Preparation: This component addresses anticipated threats and hazards to the school, emphasizing safety needs before, during, and after an incident. It serves as the proactive foundation for comprehensive emergency preparedness.
2. Prevention: Focused on education and awareness strategies, this component aims to empower members of the learning community with the knowledge and tools to prevent incidents. Proactive measures play a pivotal role in ensuring a secure environment.
3. Response: Strategies and procedures for drills and handling potential threats are outlined. This component ensures a swift and coordinated response during emergency situations, contributing to the preparedness of both students and staff.
4. Recovery: Post-incident, this component centers on establishing therapeutic rapport and utilizing school and community-based resources to address the emotional impact of the crisis. Recovery efforts are crucial for restoring a sense of normalcy within the learning community.
5. Quick Reference Guide: Serving as an internal tool, the Quick Reference Guide enables the rapid activation of the team and safety protocols specific to potential incidents within the learning community. This guide enhances the efficiency and coordination of emergency response efforts.

Safety Goals and Objectives

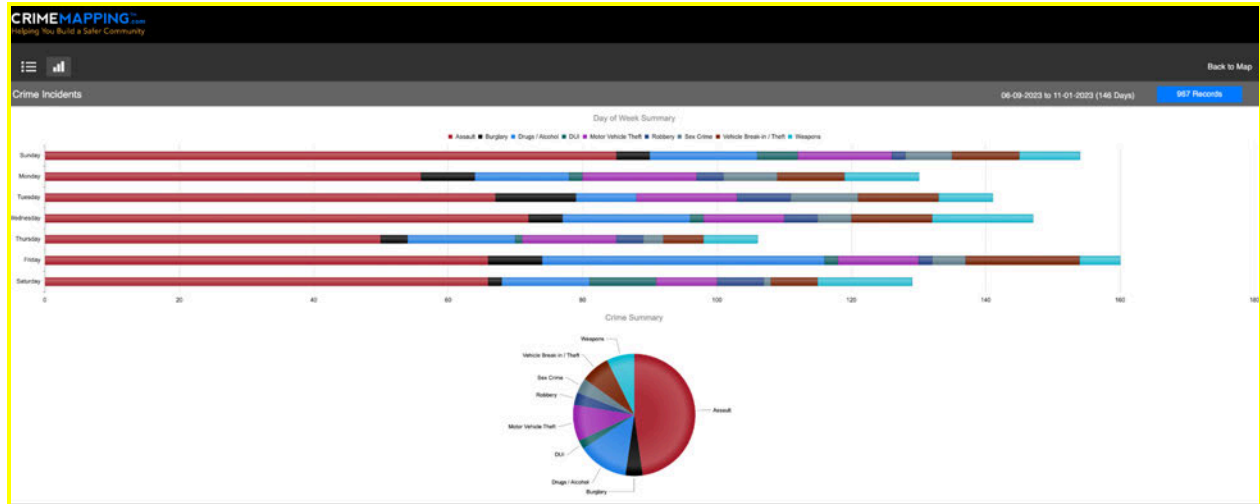
The emergency safety plans are carefully developed to address a range of potential crises, including natural disasters and fires. The school sites participate in regular disaster drills conducted throughout the academic year to ensure that students and staff are well-prepared for any emergency scenario. A crucial part of our planning process involves each MPS school site conducting a thorough review of school-specific data, leading to the identification of specific goals for the school year. This proactive approach ensures that our emergency preparedness measures are tailored to the unique needs and challenges of each school site, fostering a safe and secure learning environment for everyone in our community.

Assessment of Data Local Crime Data

Data Source reviewed to develop statistical analysis was local Law Enforcement crime data via [crimemapping.com](https://www.crimemapping.com)

The top three crime violations in the area of 92703 from 5/2023 to 11/2023 (Crime Mapping will only go as far back as 6/2023):

Type	Number
Total Crimes during time period	967
Top #1 Assaults	462
#2 Drugs/ Alcohol	129
#3 Motor Vehicle Theft	93



This data is represented by the following graphic pulled from source website:

<https://www.crimemapping.com/map/location/2840%20W%201st%20St,%20Santa%20Ana,%20CA,%2092703,%20USA?id=dHA9MCN0dj02NTEyODNhZSNsb2M9MTg0NjA4MiNsbmc9NTUjZmE9ODcxNjI4OCNobj0yODQwI2xicz0xMDk6NTI1NDE3NTUjbG49RWFnbgVMb2NhdG9y>

School-wide Data

Data regarding the school community was compiled from Infinite Campus, local records, and logs. Data was reviewed on December 1, 2023. The following data was reviewed:

	2020-21	2021-22	2022-23	2023-24 Currently as of 12/1/2023
Suspension Data Out-of-School	0	11	6	12
Suspension Data In-School	0	1	1	1
Expulsion Data	0	1	0	0
Office Discipline Referrals ODRs	0	10	3	26
Average Daily Attendance (ADA) Rate	97.61%	97.00%	94.11%	94.41%
Chronic Absenteeism Rate	5.3%	7.1%	5.89%	5.76%
Graduation Rate	100%	95.7%	100%	N/A

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
- Parent Advisory Committee
- 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.

Component 1: School Climate

Goal(s): All employees will uphold and implement all stated policies 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 plan.
- Related Activities: Review regularly during Professional Learning Sessions, completion of training through CharterSafe, committee meetings, and safety meetings.
- Resources needed: Safety plan

- Person(s) responsible for implementation: Designated Administrator, Safety Committee
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Educational Partner Surveys

Component 2: Goal#2

Goal(s):

- Objective: 2.3 - MTSS - Academic enrichment, intervention, and student support
- Related Activities: Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality, differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)
- Resources needed: Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Infinite Campus fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Accelerated Reader, Standards Plus, Quizizz, Padlet, BrainPOP, NextGenMath, Spelling City, Seesaw, and MyON.)
- Person(s) responsible for implementation: MSASA Admin Team and the MPS Home Office Personnel
- Budget: \$701,398.98/ The following expenditures will be funded by federal Title funds: Non personnel 4127 Title IV, Part A 4340 Educat Software \$3,353.84 Non personnel 3010 Title I 4340 Educat Software \$46,042.91
- Evaluation guidelines: Admin meetings to update, monitor, and adjust progress.

Component 3: Goal#3

Goal(s):

- Objective: 3.1 - College/Career readiness programs and activities
- Related Activities: Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in these areas, including, but not limited to, college planning and career exploration, college application, and financial aid submission. Charter School will allow students to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college-related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.
- Resources needed: Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.
- Person(s) responsible for implementation: Ms. Chavez - College Counselor and the Admin Team
- Budget: \$114,352.25
- Evaluation guidelines: Admin meetings to update, monitor, and adjust progress.

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:

Emergency Drill Evaluation

MPS Emergency Drill Evaluation ([Google Form](#))

The MPS Emergency Drill Evaluation collects the following information:

- School site
- When did the emergency drill take place?
- Drill Type
- Date Conducted
- Time Started and Time Completion
- Alert Type
- Did everyone on campus participate?
- If parents/guardians participated, what were their roles?
- Rate students' performance of emergency procedures.
- Rate faculty's performance of emergency procedures.
- Rate emergency team performance of duties.
- Rate accounting for everyone.
- Rate alert system.
- Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill?
- List the top lesson learned from this drill and how it will be addressed.
- What school-site training support would improve emergency drills and/or preparedness?

PREVENTION

Employee Preparedness

Our commitment to ensuring a safe and secure school environment involves comprehensive measures to prepare and empower our staff for effective response during emergencies. Here are the key components of our Employee Preparedness plan:

Ongoing Preparedness Measures:

- Regular review of the Comprehensive School Safety Plan and other emergency policies and procedures.
- Familiarization with each employee's role during emergency situations.
- Knowledge and evaluation of required drills, ensuring staff are well-versed in emergency response procedures.
- Familiarity with the layout of buildings, grounds, and all emergency procedures.
- Review of the locations of emergency exits, fire extinguishers, fire alarms, and emergency equipment and supplies.
- Attendance at updated training sessions covering first aid, CPR, the use of fire extinguishers, and search and rescue, as necessary.

Employee Skills

At the commencement of each school year, the School Principal or designee will seek input from instructional and non-instructional staff to identify individuals with special skills or experiences that could be beneficial during an emergency. These employees may be assigned specific emergency management roles, such as first aid, CPR, search & rescue, and fire extinguisher training and certification.

The instructional staff is responsible for the following:

- Presenting instruction to students about emergency preparedness plans and student responsibilities during major emergencies.
- Maintaining readily accessible attendance sheets for use during evacuations.
- Updating and storing classroom emergency kits in safe, accessible locations.
- Full participation in fire, earthquake, and evacuation drills.
- Developing planned activities for students during periods of confinement in emergencies.

The School Principal, or designee, is responsible for the following:

- Assigning employees to specific roles based on their skills, abilities, and normal functions.
- Ensuring that all employees are familiar with site maps, evacuation plans, and are trained in emergency response roles.
- Updating lists of employees trained in first aid, CPR, fire extinguisher use, and search and rescue, arranging for update training as necessary.
- Regularly updating site floor plans showing evacuation routes, assembly areas, emergency supplies, equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut-off valves.
- Posting emergency procedures in visible locations across the school.
- Updating the list of disabled students or employees, arranging for evacuation assistance or other special assistance as needed.
- Testing the site warning system and ensuring signal recognition by employees and students.
- Conducting an inventory of all emergency supplies and equipment, replacing used or outdated items.
- Maintaining a list of emergency phone numbers in readily accessible locations.

Employee/Student Special Needs

Employees and students with special needs are encouraged to self-identify their specific requirements during emergencies. At the beginning of each school year, parents are asked to provide written information and instructions concerning the specific needs of students. Areas of the school with employees and/or students with permanent mobility impairments should maintain any necessary evacuation devices on each floor where such individuals are located.

Emergency Onsite Personnel

Emergency phone contacts for staff 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.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

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

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

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

Reportable Offenses

A mandated reporter is obligated to report whenever, in their professional capacity or within the scope of their employment, they have knowledge of or observe a child whom they know or reasonably suspect has been the victim of child abuse or neglect (Penal Code 11166).

Responsibility for Reporting

Mandated reporters must take immediate action whenever they have knowledge of or observe suspected child abuse or neglect within their professional capacity or employment scope (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).

- Los Angeles County 800-540-4000 or <https://reportChildAbuseLA.org>
- Orange County 714-940-1000 or 800-207-4464 and [Forms | County of Orange Social Services Agency](#)
- San Diego County 858-560-2191 or 800-344-6000

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).

3. Confidentiality

Mandated reporters are assured that the reporting process is confidential, and their identity will be protected. Ensuring the safety of the child is the top priority, and the reporting process is designed to support this goal.

Investigation of Suspected Child Abuse or Neglect by Peace Officers - PC 11174.3

A suspected victim of child abuse or neglect may be interviewed during school hours, on school premises, by a representative of a governmental agency investigating the case, or by the State Department of Social Services when deemed necessary. The investigation is based on a report of suspected child abuse or neglect that occurred within the student's home or out-of-home care facility. The student must be given the option of being interviewed in private or selecting a member of the school staff, whether certificated or classified, to be present at the interview.

The selected staff's role is to provide support to the student and to help the student feel as comfortable as possible; it is not to participate in the interview and discuss the case with the student. The principal or the principal's designee should remind the staff member selected of the staff member's role and the requirement to maintain confidentiality prior to the interview. The staff member selected may decline the request to be present at the interview; however, if the staff member agrees to be present, the interview must take place during school hours.

Releasing a Student to a Peace Officer - EC 48906

When a minor student is released to a peace officer for the purpose of removing the student from the school premises, a school official must take immediate steps to notify the parent or responsible relative of the student of such removal and the place to which the student is being taken.

In the case where the student is being taken into custody as a victim of suspected child abuse, the school official must provide the peace officer with the address and contact information of the student's parent. It is the responsibility of the peace officer to contact the parent.

Procedures for Safe Ingress and Egress from School

Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.

1. Availability of Maps: Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.
2. Visitor Protocol: Visitors and guests are welcome at the school, but reasonable precautions are taken to safeguard students and staff. Visitors should:
 - Report and sign in at the office.
 - Be provided with a visitor's badge.
 - Be prepared to provide identification to school personnel.

- Respect school rules.
- 3. Exterior Door Management:
 - School personnel should ensure that all exterior doors are marked with a notice instructing visitors to report to the office first. Exterior doors, except those near the office, should remain locked to control access.
- 4. Staff Training:
 - School staff should receive training on how to greet visitors, with the first question being "May I help you?" Someone should greet every visitor.
- 5. Response to Intruders:
 - Any intruder found roaming the building without a visitor's badge or visible identification should be escorted to the office. School personnel in the office can then provide additional information or directions.
- 6. Progressive Response to Non-Compliance:
 - Visitors who fail to comply with school procedures should verbally be informed of the violation. If non-compliance persists:
 - Notify the office of the situation.
 - Follow the person if possible and continue to give notice of the violation of school rules.
 - Notify the police or call 911.
- 7. Building-Wide Notification Plan:
 - In case of an intruder(s), the office should activate a building-wide notification plan:
 - Make a PA announcement using predetermined code phrases.
 - Instruct classroom doors to be closed.
 - Advise students to remain in their current areas.

Social Climate: School and Physical Environment

At MPS, we firmly believe that safety and education are a shared responsibility among parents, teachers, and students. Our school's successful operation relies on the cooperation of everyone involved. Each group holds a responsibility to contribute, creating an environment where learning, safety, and play can harmoniously coexist. We uphold the principle that every individual, regardless of color, race, gender, popularity, ability, religion, or nationality, has the right to feel safe, secure, and accepted.

Our vision is shared through the student-parent handbook, a tool that communicates our expectations to students and parents alike. MPS is a reflection of all of us, and our policies are crafted to provide a safe and orderly environment conducive to learning. Our dedicated faculty and staff eagerly anticipate sharing their expertise in academics, special programs, and extracurricular activities.

To make MPS a thriving community, we encourage active participation from students and parents. Explore our programs, activities, and schedule, and become an engaged participant in your education through classes, clubs, and various activities. We recognize that a school environment thrives when governed by clearly defined and implemented rules. To this end, MPS has compiled a comprehensive student-parent handbook, addressing the school's regulations and policies to set a standard for the entire school community.

Effective Communication

Open and effective communication is essential for addressing issues or concerns that may arise with teachers, staff members, or administrators. We encourage both students and parents to approach the person directly involved when faced with a situation of concern.

For Students: If a student encounters a challenge at school, we believe in empowering them to communicate and seek resolution. In cases involving classroom situations or issues with teachers, we recommend the following steps:

1. Talk with the Teacher - The student should be encouraged to express their concerns directly to the teacher. Open dialogue between students and teachers is the foundation for understanding and resolving issues.

2. Talk with an Administrator - If the issue persists or if the student is uncomfortable talking directly to the teacher, the student is encouraged to approach an administrator.
3. Parental Involvement - In instances where the student is reluctant to speak with the teacher or administrator, the parent may accompany the student and facilitate the conversation with the teacher.

It is crucial to demonstrate to children how to actively and constructively solve problems. If a concern is significant enough for a child to discuss, it is equally important for them to learn how to be part of the solution. Encouraging problem-solving skills empowers students to take an active role in creating a positive and solution-oriented school environment.

Parent Concern

Addressing concerns in a timely and effective manner is crucial for fostering a positive school environment. Parents are encouraged to follow these steps when dealing with concerns:

1. Initiate a Conversation with the Teacher. In the initial stages of any concern, it is recommended to talk directly with the teacher. Teachers can provide insights into classroom situations from both an adult and professional perspective, often resolving misunderstandings through open communication.
2. Follow up with the Teacher if Necessary. If the concern persists after an initial conversation, it is advisable to revisit the issue with the teacher. Open dialogue allows for continued communication and a more in-depth understanding of the situation.
3. Schedule an Appointment with the Administrator. If resolution is not achieved at the teacher level, parents are encouraged to make an appointment with the relevant administrator. This step ensures that concerns are elevated to the appropriate authority for further consideration.
4. MPS Home Office Communication. If concerns persist even after meeting with the Principal, the parent is encouraged to complete the appropriate form available in the MPS Student-Parent Handbook. The form should include details about the complaint and the steps taken to resolve it. Once completed, contact the MPS Home Office to ensure a thorough and documented review of the matter.
5. MPS Board Communication. If necessary, the next level of communication involves reaching out to the MPS Board. Parents may initiate this process by revising the form originally submitted. The MPS Board will consider the matter at its next meeting, providing a transparent and structured approach to addressing concerns. In the event that the Board decides not to hear the complaint, the Superintendent's decision will be considered final.

Communication Channels. Teachers, staff, and administration are accessible through email, phone, in-person meetings, and by appointment. However, due to busy schedules, we request parents to schedule meetings in advance rather than dropping in. This ensures that everyone involved can allocate time for a focused and productive discussion.

Respectful and Constructive Communication. MPS emphasizes the importance of maintaining respectful and constructive communication. Parents are kindly requested not to "drop-in" for appointments and should avoid engaging with teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students Responsibilities

I am aware of my responsibilities and will do my best to satisfy my parents'/teachers' expectations at MPS because this will help me do better in the future. I agree to really try and do the following:

- I will come to school dressed in uniform every day and on time.
- I will be prepared for all my classes with all required materials.
- I will complete class work and homework on time.
- I will do all the homework assigned to me the best way I can and ask for help when needed.
- I will strive consistently to give my best, and to make my best academic progress.
- I will act responsibly and respectfully at all times and towards all members of the school community.

- I will follow all school rules.
- I will obey the School's Code of Conduct.
- I will respect my property, that of others, and that of the School.
- I will take good care of my books, and other materials the School allows me to use.
- I will serve my community.

Parent Responsibilities

I understand that my child's studies are very important and my participation in activities at MPS is a critical component of my child's educational success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will take a positive and active role in supporting my student's education.
- I will make certain my student attends school regularly and on time.
- I will notify the school when the child is absent and provide appropriate documentation.
- I will ensure that my student follows the school attendance policy and dress codes.
- I will ensure that my child comes to school rested, clean, well-fed, and appropriately dressed (in student uniform).
- I will notify the office immediately if there is a change of home address or phone number.
- I will set aside a specific time and place for my student to do homework.
- I will support my student in completing homework, including, if necessary, limiting time watching television, computer gaming, and recreational internet use.
- I will allow my student to attend remedial and other programs offered if requested by the school as is needed for individual improvement.
- I will set up a college-bound environment at home and support my students through the college admission and scholarship-finding process.
- I will emphasize that my child adheres to the MPS Discipline Code at all times.
- I will enforce the School Code of Conduct with my child, including ensuring my child is wearing the uniform and promoting respect for teachers and all adults and students.
- I will follow through with any problem behaviors noted by the School.
- I will attend orientation meetings prior to the start of School.
- I will communicate regularly with my student's teachers to ensure his/her academic success (includes attending at least two conferences in a school year).
- I will review information and work sent home and/or posted online for parents and students via the school website and the online Student Information System and respond as necessary (computer access is available for parents at School if needed).
- I will review progress reports that are sent by the School and respond as necessary.
- I will encourage positive attitudes toward school.
- I will talk with my student about what he/she is learning.
- I will expect and encourage my students to be focused on learning.
- I will expect and support my student to strive consistently to give his/her best, and to make his/her best academic progress.
- I will assure that my child does not destroy materials (textbooks, equipment, etc.) and/or MPS property.
- I will pay for any damages to materials and/or property incurred by students.
- I will assure that students do not bring destructive materials to school (markers, paint, etc.)
- I will assure that all school materials loaned to students will be returned in the condition issued (textbooks, library books, etc.) I will pay for any lost or damaged books in CASH only.
- I understand that a student's bringing or possession of any weapon is grounds for expulsion from the Charter School.
- I will complete and return all necessary school forms and documents on time as requested by school officials.
- I will try to volunteer at School when requested. (Parents/guardians are not required to volunteer for MPS.)

School Responsibilities

- The School will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State Core Curriculum Content Standards in all content areas through an aligned curriculum and rigorous assessment.
- The School will provide a variety of support programs to enhance instruction at all grade levels.
- The School will send frequent reports to parents on their child's progress.
- The School will hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual student's achievement. Conference dates will be listed on the school calendar and additional dates will be sent through notification by the School.
- The School will grant parents reasonable access to staff by appointment through the office.
- The School will provide parents with the ability to observe classroom activities by appointment through the office.

Building Capacity for Engagement

Infinite Campus

MPS leverages the Infinite Campus online web portal to enhance efficient communication among parents, students, and teachers. Each teacher maintains a dedicated grade book for every class, providing a centralized hub for course-related information. Teachers regularly update and share course materials, homework assignments, projects, and course grade statistics, as well as detailed records of students' performance, including grades on quizzes, tests, class participation, and homework assignments. Access to these resources is secured through confidential passwords, ensuring a private and secure environment for students and parents to stay informed and engaged in their academic journey.

ParentSquare

MPS utilizes ParentSquare, a school-to-home engagement platform, to streamline communication between the school and parents. This dynamic platform facilitates automated messages tailored to individual students, delivering key information directly to parents. Utilizing ParentSquare, MPS communicates essential details such as attendance information, news updates, upcoming events, opportunities for parent and family engagement, surveys, resources for parent education, and more. With seamless integration into Infinite Campus, multilingual translation capabilities spanning over 100 languages, and versatile access through the app, email, text, voice, and web portal, ParentSquare ensures inclusive and equitable communication, fostering strong connections between the school and all families.

Parent Advisory Committee (PAC)

In adherence to the Local Control and Accountability Plan (LCAP), the invaluable input of educational partners—including students, families, staff, and community members—is paramount. To fortify the collaborative relationship among these educational partners and review the LCAP along with its various components crucial to student success, schools will host PAC (Partnership Advisory Committee) meetings. PAC meetings will replace School Site Council (SSC) gatherings, streamlining efforts to enhance meeting effectiveness and efficiency.

Scheduled throughout the school year, PAC meetings will actively engage in:

- **Planning, Reviewing, and Enhancing LCAP, Title I, and Part A Programs:** The committee will play a pivotal role in evaluating and refining the LCAP, Title I, and Part A programs, ensuring alignment with the overarching goals of the LCAP.
- **Primary Oversight of Parent and Family Engagement Policy:** PAC will serve as the primary committee responsible for reviewing and shaping the parent and family engagement policy. Additionally, if applicable, the committee will extend its purview to other school program plans, fostering a comprehensive approach to school improvement.

Collaboration between school leadership and PAC will be integral to ensuring active parental involvement in the school improvement process. This strategic shift aims to promote effective communication and collective decision-making for the betterment of our educational community.

Parent Task Force (PTF)

Our Parent Association conducts annual elections to fill key positions including President, Vice President, Treasurer, and Secretary. A consistent 10% of our parents actively participate in monthly Parent-Teacher Fellowship (PTF) meetings, creating a dedicated forum for collaborative efforts. PTF meetings serve as a platform where parents take the lead, steering discussions and garnering support for ongoing fundraising initiatives, cultural events, and engagement opportunities designed for all families.

Led by elected PTF Committee Officers, chosen by families vested in supporting the success of all students at MPS, these meetings foster an environment of shared interest and collective dedication. Throughout these gatherings, parents collaborate, pooling their experiences and skills to strategically work towards common goals that propel student success. This approach ensures a dynamic partnership between parents and the school community, actively contributing to the holistic development and achievement of our students.

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.

Physical Environment

MPS is dedicated to providing a safe, healthy, and nurturing environment characterized by trust, care, and professionalism. To achieve this, we have implemented a comprehensive set of health, safety, and risk management policies that comply with all applicable state and local laws and regulations. The on-site school administration consistently monitors activities to ensure the safety and security of our students. Parents and students are informed through the MPS Student-Parent Handbook about these policies, covering essential aspects of our commitment to safety.

MPS commitment extends to maintaining a drug-free, alcohol-free, and tobacco-free zone within the school premises, accompanied by a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyberbullying through school-wide assemblies and engaging guest speakers. All staff members are designated mandated reporters for cases of child abuse or violence, further reinforcing our commitment to student well-being.

In preparation for emergencies such as natural disasters and fires, we have developed and communicated emergency safety plans. Each classroom is equipped with these plans, and disaster drills are practiced regularly throughout the year. Our collective efforts create a secure and supportive environment that fosters the academic and personal growth of our students.

Multi-Tiered System of Response to Behavior

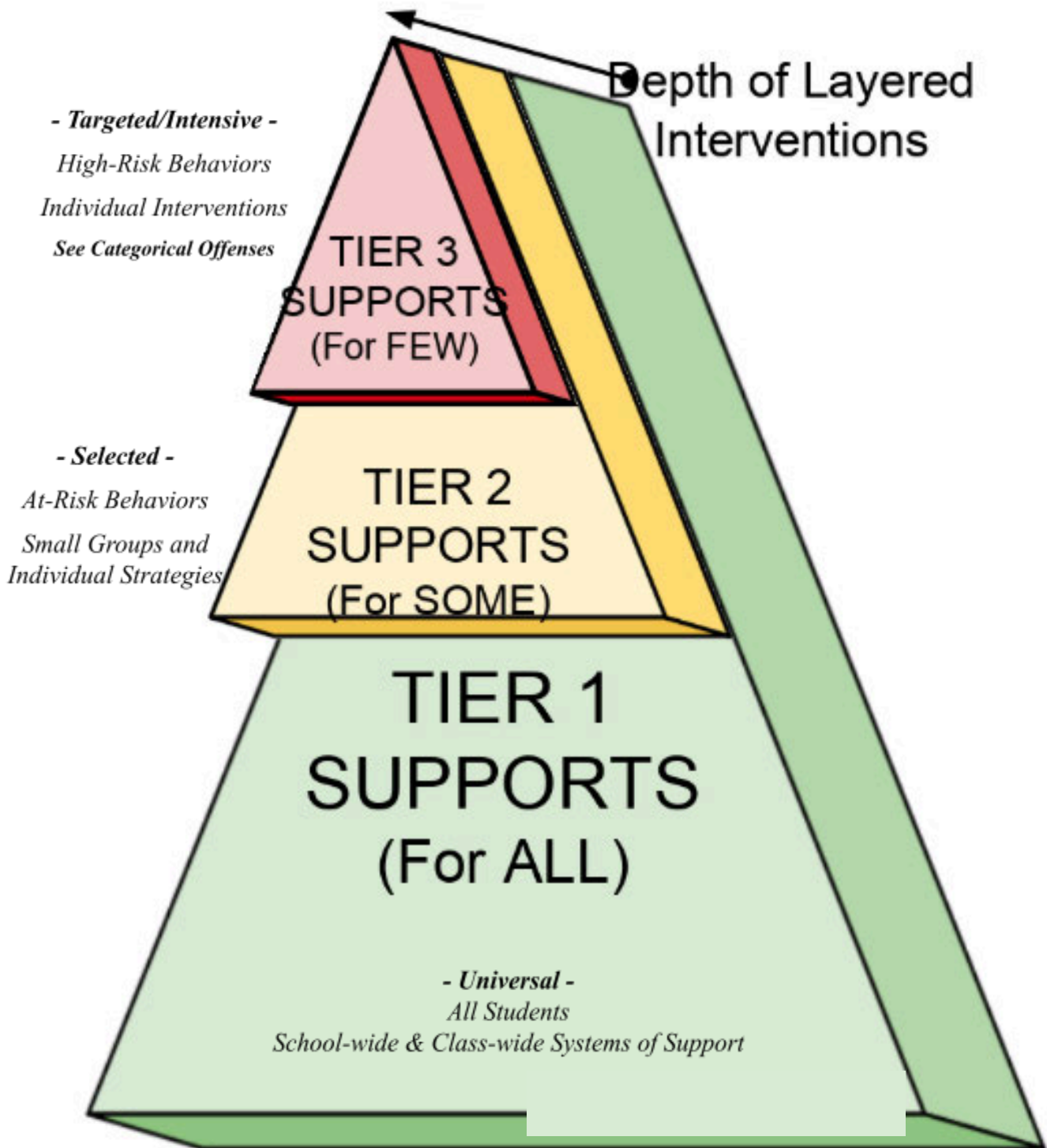
MPS maintains as a priority reinforcing positive behavior through intervention support. Should students continue to make poor choices the administration team and school staff will create a plan with the parent/guardian to decrease unwanted behaviors and reinforce desired behaviors. Students and guardians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

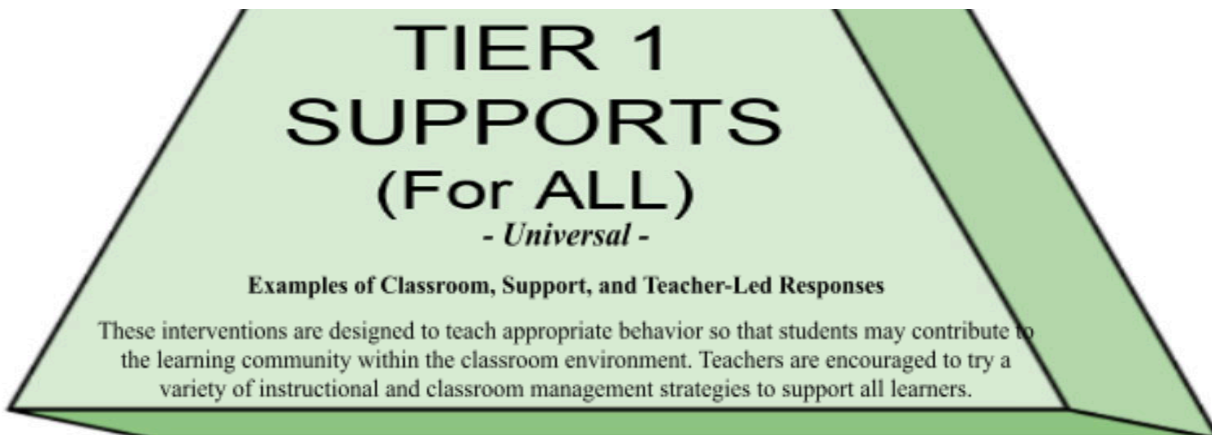
All students at MPS are entitled to the rights guaranteed by the United States Constitution, Bill of Rights, and applicable case law, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each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

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

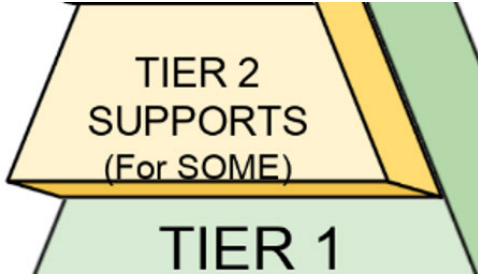
The following charts and tables delineate unacceptable types of behavior in three levels and possible interventions as part of MPS' system of response to behavior.

Multi-Tiered System of Response to Behavior





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

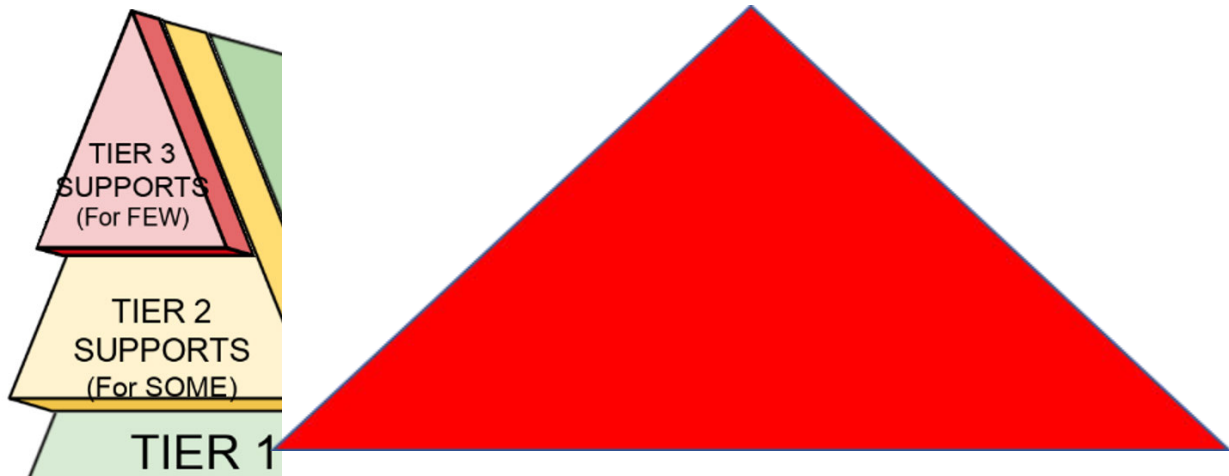


- Selected -

Examples of Support, Removal and Administrative Responses

These responses engage the students' support system to ensure successful learning and to alter conditions that are inappropriate or disruptive.

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



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

Suspension and Expulsion Policy and Procedures

"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

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

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

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

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

including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

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

Positive Behavioral Interventions & Supports (PBIS)

Positive Consequences:

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

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

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

Alternatives to Suspension and/or Expulsion

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

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

Reflection

Reflection will be held on 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.

Grounds for Suspension and Expulsion of Students

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

Enumerated Offenses

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

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is

officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.

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

- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - (d) An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) 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.
- m) 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.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4..

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

The Charter School will use the following definitions:

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

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

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

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

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

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

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

4. Homework Assignments During Suspension

In accordance with Education Code Section 48913.5, upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

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

5. Suspension Appeals

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

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

Authority to Expel

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

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

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

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the

Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

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

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

Special Procedures for Expulsion Hearing Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) calendar days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.
2. MPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness

to the witness stand.

7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary 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 Hearing

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

Presentation of Evidence

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

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

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

Expulsion Decision

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

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

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

Written Notice to Expel

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

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

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

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

Disciplinary Records

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

Expulsion Appeals

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

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within fifteen (15) working days of receipt of a timely written request for an appeal. *(This timeline supersedes the timeline statement in the charter petition if different.)*

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

Interim Placement

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

MPS shall work with the District for an interim placement or other alternative programs. Should MPS determine after the referral that the student will remain at MPS pending the expulsion hearing based on the best interest of

the student, or if MPS secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, MPS will notify the District of such determination.

Rehabilitation Plans

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

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding the readmission or admission of the student during the closed session of a public meeting, reporting any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

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

Involuntary Removal for Truancy

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

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA/District

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

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as

appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

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

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

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

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

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

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

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

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

others, the parent/guardian or Charter School may request a hearing.

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

5. Special Circumstances

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

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

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

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

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

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

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

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

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

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 above: Suspension and Expulsion Procedures for more information.

Procedures for Notifying Teachers

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

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**, 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.*

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

E.C. 48900

- a(1) Cause, attempted to cause, or threatened to cause physical injury to another person
- a(2) Willfully used force or violence upon the person of another, except in self-defense
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object
- (c) Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant of any kind
- (d) Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation
- (e) Committed or attempted to commit robbery or extortion
- (f) Caused or attempted to cause damage to school or private property
- (g) Stolen or attempted to steal school or private property
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed or unlawful offered, arranged, or negotiated to sell drug paraphernalia
- (k) Disrupted school activities or willfully defied the valid authority of school personnel (Grades 9-12 only)
- (l) Knowingly received stolen school or private property
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (r) Engaged in an act of bullying
- (t) Aided and abetted the infliction or attempted infliction of physical injury or serious bodily injury to another person
- .2 Committed sexual harassment (Grades 4-12 only)
- .3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 only)
- .4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grades 4-12 only)
- .7 Made terroristic threats against school officials or school property, or both

E.C. 48915(a)(1)

- A. Causing serious physical injury to another person, except in self-defense
- B. Possession of a knife or other dangerous object.
- C. Unlawful possession of any controlled substance.
- D. Robbery or extortion.
- E. Assault or battery upon a school employee.

E.C. 48915(c)

- 1. Possessing, selling or otherwise furnishing a firearm.
- 2. Brandishing a knife at another person.
- 3. Unlawfully selling a controlled substance.
- 4. Committing or attempting to commit a sexual assault or committing a sexual battery
- 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

Title IX

Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Magnolia Public School ("MPS" or the "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. MPS school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom MPS does business, or any other individual, student, or volunteer. This Policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. MPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Title IX, Harassment, Intimidation, Discrimination, and Bullying Coordinator ("Coordinator")

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634
ceo@magnoliapublicschools.org

Definitions - 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

Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. § 106.1 *et seq.*) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by MPS.

MPS is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - o Rape, sexual battery, molestation or attempts to commit these assaults.
 - o 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:
 - o Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - o Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - o Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.

- o Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
- o Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student* or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable student to experience substantial interference with his or her academic performance.
4. 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 MPS.

* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in MPS' education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that MPS investigate the allegation of sexual harassment.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

In accordance with existing discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

Bullying and Cyberbullying Prevention Procedures

MPS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

MPS advises students:

1. To never share passwords, personal data, or private photos online.
2. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
3. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
4. To consider how it would feel receiving such comments before making comments about others online.

MPS informs Charter School employees, students, and parents/guardians of MPS' policies regarding the use of technology in and out of the classroom. MPS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

MPS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. MPS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at MPS and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

MPS' bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

MPS informs MPS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. Professional Development

MPS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other MPS employees who have regular interaction with students.

MPS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by MPS, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

MPS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for MPS students.

Grievance Procedures

1. Scope of Grievance Procedures

MPS will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the MPS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, MPS will utilize the following grievance procedures in addition to its UCP when applicable.

2. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for

assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634
ceo@magnoliapublicschools.org

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. MPS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

MPS acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

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, and any individual designated as a coordinator, investigator or decision-maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

3. Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to MPS' education program or

activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or MPS' educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. MPS will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of MPS to provide the supportive measures.

4. Investigation and Response

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of MPS, the Coordinator (or administrative designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, to provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations
 - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
 - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
 - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
 - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence;
 - A statement that MPS prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.
- Emergency Removal
 - MPS may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with MPS' policies.
 - MPS may remove a respondent from MPS' education program or activity on an emergency basis, in accordance with MPS' policies, provided that MPS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

- This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.
- Informal Resolution
 - If a formal complaint of sexual harassment is filed, MPS may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If MPS offers such a process, it will do the following:
 - Provide the parties with advance written notice of:
 - The allegations;
 - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
 - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
 - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
 - Obtain the parties' advance voluntary, written consent to the informal resolution process.
 - MPS will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- Investigation Process
 - The decision-maker will not be the same person(s) as the Coordinator or the investigator. MPS shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
 - In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
 - The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
 - The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
 - A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
 - Prior to completion of the investigative report, MPS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
 - The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
- Dismissal of a Formal Complaint of Sexual Harassment
 - If the investigation reveals that the alleged harassment did not occur in MPS' educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed.

However, such a dismissal does not preclude action under another applicable MPS policy.

- MPS may dismiss a formal complaint of sexual harassment if:
 - The complainant provides a written withdrawal of the complaint to the Coordinator;
 - The respondent is no longer employed or enrolled at MPS; or
 - The specific circumstances prevent MPS from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
- If a formal complaint of sexual harassment or any of the claims therein are dismissed, MPS will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- **Determination of Responsibility**
 - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
 - MPS will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
 - The allegations in the formal complaint of sexual harassment;
 - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - The findings of facts supporting the determination;
 - The conclusions about the application of MPS' code of conduct to the facts;
 - The decision and rationale for each allegation;
 - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
 - The procedures and permissible bases for appeals.

5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from MPS or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by MPS in response to a formal complaint of sexual harassment.

6. Right of Appeal

Should the reporting individual find MPS' resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of MPS' decision or resolution, submit a written appeal to the President of the MPS Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and MPS will implement appeal procedures equally for both parties.
- MPS will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

7. Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location. MPS will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

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 MPS Human Services for MPS 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.

MAGNOLIA PUBLIC SCHOOLS

Title IX, Harassment, Intimidation, Discrimination, and Bullying Complaint Form

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

City: _____ Zip Code: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

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

Signature of Complainant

Print Name

Date

To be completed by MPS:

Received by

Date

Follow up Meeting with Complainant held on

Uniform Complaint Policy and Procedures

Uniform Complaint Procedures (UCP) Policies and Procedures

Magnolia Public Schools (“MPS” or “Charter School”) complies with applicable federal and state laws and regulations. MPS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing (“UCP”) for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any MPS program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
 - Accommodations for Pregnant and Parenting Pupils;
 - Adult Education;
 - After School Education and Safety;
 - Career Technical Education;
 - Career Technical and Technical Training;
 - Child Care and Development;
 - Compensatory Education;
 - Consolidated Application;
 - Course Periods without Educational Content;
 - Education of Pupils in Foster Care, Pupils who Are Homeless, Migratory Pupils, former Juvenile Court Pupils now Enrolled in a public school and Children of Military Families;
 - Every Student Succeeds Act;
 - Local Control & Accountability Plans (LCAP)/LCFF;
 - Migrant Education;
 - Physical Education Instructional Minutes;
 - Pupil Fees;
 - Reasonable Accommodations to a Lactating Pupil;
 - Regional Occupational Centers and Programs;
 - School Plans for School Achievement;
 - School Safety Plans;
 - School Site Councils.
3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. “Educational activity” means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

- b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
- i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
 - ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
- c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.
- d. If MPS finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, MPS shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by MPS to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.
- e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or MPS and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If MPS adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153. MPS acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. MPS cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, MPS will attempt to do so as appropriate. MPS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or

proceedings, as determined by the CEO, MPS campus Principal, or designee on a case-by-case basis. MPS shall ensure that complainants are protected from retaliation.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure MPS' compliance with law:

CEO and Superintendent
Magnolia Public Schools
250 E. 1st St STE 1500
Los Angeles, CA 90012
(213) 628-3634

Upon receipt of a complaint, the CEO will appropriately assign to the Principal of the MPS campus attended by the complainant. That Principal and/or designee shall investigate the complaint, with oversight by the CEO.

The CEO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CEO or designee.

Should a complaint be filed against the CEO, the compliance officer for that case shall be the President of the MPS Board of Directors.

Notifications

The CEO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy will be made available on MPS' website.

MPS shall annually provide written notification of MPS' UCP to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in MPS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that MPS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that MPS is operating pursuant to Title 22 licensing requirements.
3. A statement that MPS is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal MPS' decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of MPS' decision, except if MPS has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals MPS' decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended

by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

9. A statement that if MPS finds merit in a UCP complaint, or the CDE finds merit in an appeal, MPS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.
11. A statement that copies of MPS' UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that MPS has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CEO, Principal, or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CEO, Principal, or designee shall be made in writing. The period for filing may be extended by the CEO, Principal, or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The CEO, Principal, or designee shall respond immediately upon receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the MPS Board of Directors approved the LCAP or the annual update was adopted by MPS.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, MPS staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process. Before initiating the mediation of an unlawful discrimination, harassment,

intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint. The use of mediation shall not extend MPS' timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

MPS' refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision

MPS shall issue an investigation report (the "Decision") based on the evidence. MPS' Decision shall be in writing and sent to the complainant within sixty (60) calendar days of MPS' receipt unless the timeframe is extended with the written agreement of the complainant. MPS' Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion provides a clear determination for each allegation as to whether MPS is in compliance with the relevant law.
3. Corrective actions, if MPS finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal MPS' Decision within thirty (30) calendar days to the CDE, except when MPS has used its UCP to address complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of MPS' expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with MPS and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. MPS failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, MPS's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in MPS' Decision are not supported by substantial evidence.
4. The legal conclusion in MPS' Decision is inconsistent with the law.
5. In a case in which MPS' Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Principal or designee, under oversight by the CEO, shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of MPS' complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to MPS for resolution as a new complaint. If the CDE notifies MPS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, MPS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court. The CDE may directly intervene in the complaint without waiting for action by MPS when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, MPS has not taken action within sixty (60) calendar days of the date the complaint was filed with MPS.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of MPS' complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if MPS has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: _____ First Name/MI: _____

(if applicable) Student Name: _____ Grade: _____ Date of Birth: _____

Street _____ Address/Apt. _____ #:

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.
I have attached supporting documents. Yes No

Signature

Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

General Complaint Procedures

The ultimate purpose of this general complaint procedure is to encourage the growth and development of MPS as a healthy community. Conflict is often a part of any development or growth process and may arise in any community. An effective process for resolving conflict is therefore both consistent with the vision and mission of MPS, and an essential component of the communication model that our School has adopted.

MPS recognizes that effective communication is paramount in effective conflict resolution and therefore strongly encourages communication strategies that include: Taking personal responsibility for one's own feelings and needs; communication that mutually acknowledges the needs and concerns of one another; and demonstrating honesty and integrity in every interaction.

LEVEL 1: Direct Resolution

If reasonably possible, general complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the person directly using conflict resolution skills without the intervention of a supervisor or other School administrator. It is the hope of MPS that most disputes can be resolved informally by direct and healthy communication between individuals. Such attempts at informal resolution should be documented in writing to assist the Principal (or CEO & Superintendent) and/or Board of Directors to participate effectively in the conflict's resolution.

Examples:

- Pedagogical issues pertaining to anything that occurs in the classroom, i.e., teaching, curriculum, classroom management, or teacher-student relationships, should be addressed directly with the class teacher. Teachers can be contacted by email, written note or via appointment.
- Complaints/concerns about employees or supervisors that do not involve complaints of discrimination or harassment or violations of law should be first addressed with the employee or supervisor directly. If the person(s) involved are unable to resolve the conflict or complaint, the complainant should contact the immediate/appropriate supervisor in an effort to resolve the issue.

LEVEL 2: School Level Resolution

At this step, the complainant should be prepared to give details about the complaint and steps taken to resolve it. The immediate/appropriate supervisor will acknowledge receipt of the complaint in **three (3)** working days, investigate the complaint, a process which normally involves a discussion with the complainant, gathering of relevant facts and evidence, and respond to the complainant within **ten (10)** working days.

Examples:

- Pedagogical, academic or teacher related issues should be addressed with the Dean of Academics/Assistant Principal.
- Student behavior and discipline issues should be addressed with the Dean of Students/Assistant Principal.
- All other issues should be addressed with the Principal.

If the complainant is not satisfied with the response from the immediate/appropriate supervisor, e.g., Dean of Academics/Students or Assistant Principal or the complaint should be directly addressed with the Principal, the complainant should contact the Principal, who will respond within the same timeline. If the complainant is still dissatisfied, and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the CEO & Superintendent of MPS in an effort to resolve the issue.

LEVEL 3: MPS Home Office ("Home Office") Level Resolution

At this step, the complainant should fill out the attached "**General Complaint Procedures Form**" giving details about the complaint and steps taken to resolve it, and contact the CEO & Superintendent of MPS at:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

The CEO & Superintendent (designee) will acknowledge receipt of the written complaint in **five (5)** working days, attempt to identify a resolution that is acceptable to both parties, within **fifteen (15)** working days of the receipt of the written complaint.

If the complainant is not satisfied with the response from the CEO & Superintendent (designee), and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the MPS Board of Directors (“the Board.”)

LEVEL 4: Board Level Resolution*

At this step, the complainant can file a written complaint with the Board through the Administrative Assistant at the MPS Home Office. *(Same contact information as in Level 3)* The complainant should update the “General Complaint Procedures Form” that was used in Level 3. The Administrative Assistant will acknowledge receipt of the written complaint in **five (5)** working days. The Board may consider the matter at its next regular Board meeting or at a special board meeting convened in order to meet the internal 60-day target within which MPS strives to answer the complaint. The Board may decide not to hear the complaint, in which case the CEO & Superintendent’s decision will be final. If the Board hears the complaint, the Administrative Assistant will send the Board’s decision to the complainant within **sixty (60)** days of the School’s initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. The decision of the Board shall be final.

* For MSA-San Diego, MSA-San Diego Governance Committee will work with the Principal and the Home Office in following the General Complaint Procedures to resolve internal complaints and conflicts before they escalate to the MPS Board level.

The complainant has a right to appeal the Board’s decision to the California Department of Education (CDE). In that case, the complainant needs to fill out a “**Uniform Complaint Procedure Form**” - provided in this handbook – and file it within **fifteen (15)** days of receiving the decision. The appeal must include a copy of the complaint filed with the School and a copy of the Board’s decision. The appeal should be sent to:

California Department of Education
1430 N Street
Sacramento, CA 95814

MAGNOLIA PUBLIC SCHOOLS
General Complaint Procedures Form

Last Name: _____ First Name/MI: _____

(if applicable) Student Name: _____ Grade: _____ Date of Birth: _____

Street _____ Address/Apt. _____ #:

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. Yes No

Signature

Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

Professional Boundaries: Staff/Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with

students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee 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.

Examples of Specific Behaviors - Unacceptable Staff/Student Behavior (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.
- 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.

Unacceptable Staff/Student Behavior 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 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.

Dress Code/Uniforms

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

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

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

A Free MPS Uniform Set

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

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

Religious Head Coverings

Religious head coverings shall be permitted.

Free Dress & Theme Dress Days Code

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

- On free dress days, clothing must be in good taste and appropriate for school. Clothing should not be inappropriately tight, revealing, or transparent.
- The school's dress code is strictly enforced during free dress days as well. All students must follow the same guidelines with the exception of not wearing their uniform.

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

MPS Student Uniform Policy

B O T T O M	<ul style="list-style-type: none"> ● Pants, shorts, skirts, skorts, or capris are acceptable. ● Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue. <p><u>Belts</u> <i>(required for all variations of dress uniform)</i></p> <ul style="list-style-type: none"> ● Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal). ● The buckle may only have one catch. ● Belt must be of the correct waist size, so that there is minimal excess length (less than five inches). ● Any excess length of belt must be tucked through a belt loop and may not hang down. 	<p><u>Pants/Skirts/Skorts/Shorts</u></p> <ul style="list-style-type: none"> ● May not be baggy or inappropriately tight. May not be rolled at the waist. Top of the garment must be at or above hip bone. ● Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides. ● Skirts that are above the top of the kneecap should be worn with leggings/tights and must be no shorter than the longest fingertip. ● Pants may not be made from legging or jegging material. ● Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle. Socks may not be worn over pants. ● Rubber bands are not allowed on the bottom of pants or ankles. ● No jean/denim style pants ● No Cargo pants/shorts. ● Must have a built-in pocket not a sewn-on pocket.
T O P	<ul style="list-style-type: none"> ● White, gray, black or navy-blue polo or woven shirts must have the school logo. They may be either short or long sleeved. ● Hoods may not be worn at school. ● Top of the garment must be at or above hip bone when the student is standing up. 	<p><u>Undergarments</u></p> <p>All undergarments, including bras, boxer shorts, etc., should not be visible</p> <p><u>Other Guidelines</u></p> <ul style="list-style-type: none"> ● Woven shirt or polo shirt must be tucked in neatly at the waist at all times. These shirts may not be inappropriately tight or baggy. ● Undershirts must be short-sleeved if worn. ● The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned. ● Under shirts may not hang out of sleeves.

F O O T W E A R	<ul style="list-style-type: none"> For all footwear including “athletic” footwear, the majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.) Plain, unadorned socks must always be worn, tights are also acceptable. Color of the socks or tights: Solid black, dark brown, navy blue or white. No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels. 	<p>Shoes</p> <ul style="list-style-type: none"> Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoelaces must match shoes and be in solid color. <p>Jewelry and Accessories/Cosmetics</p> <ul style="list-style-type: none"> 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 undue attention. Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school. Cosmetics must be appropriate for school and not attract undue attention. <ul style="list-style-type: none"> No brightly colored or glitter eye shadow, or blush. Mascara and eyeliner should be minimal. Lipstick should be a natural color. Earrings must be studs or one (1) inch hoops and worn on earlobe.
P E U N I F O R M	<ul style="list-style-type: none"> Top: Students will wear a solid gray t-shirt, preferably with the MPS logo. Solid white, gray, black, or navy blue sweatshirts with or without the MPS logo may also be worn during PE. Bottom: Properly fitting navy shorts. Waist size of shorts must be appropriate to student’s waist size (i.e. not inappropriately tight or baggy). Shorts should be no shorter than your longest finger when standing with your hands by your sides Footwear: Any athletic shoes suitable for basketball, tennis, and field sports. The majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.) 	
O U T E R W E A R	<ul style="list-style-type: none"> Hats, hoods, caps, and other headgear may not be worn in school buildings, except for purposes of religious observance. No gloves or finger lacing of any sort are allowed. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue. <p>For colder weather</p> <ul style="list-style-type: none"> Crew-neck and zip v-neck sweatshirt and jackets are permitted, with or without the MPS logo. Sweatshirts and jackets must be solid white, gray, black, or navy-blue. 	

Notes

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

RESPONSE

Disaster Response Procedures

The purpose of these procedures is designed to offer clear guidance and instructions for safety and emergency preparedness, aimed at safeguarding the well-being of both students and staff during critical situations. The subsequent sections outline specific procedures tailored to various emergency scenarios.

1. Ensuring the safety and welfare of students and staff.
2. Facilitating a secure and coordinated response to diverse emergency situations.
3. Safeguarding the school's facilities and property.
4. Efficiently restoring normal conditions with minimal confusion in the shortest time possible.
5. Establishing a seamless 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 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 Response Team and coordinate response as needed, particularly in the area of mental health support. In the event of the following scenarios, the principal or designee will communicate with stakeholders using the school's mass communication system.

Fire

In the event of a fire at our school, the following procedures will be promptly implemented:

- **Discovery of Fire:** Upon discovering a fire, teachers or staff members will immediately guide all occupants out of the building, activate the fire alarm, and promptly report the incident to the school administrator.
- **Incident Command and Evacuation:** The principal or designee will assume the role of the Incident Commander and initiate the Evacuate Building action. Staff and students will follow prescribed or safe routes to evacuate buildings, assembling at designated Assembly Areas.
- **Emergency Services Notification:** The school principal or designee will contact 911, providing precise details about the fire's location (e.g., building, room, area).
- **Evacuation Accountability:** During an evacuation, teachers will carry student rosters and any necessary emergency supplies, taking attendance at the Assembly Area to ensure accountability for all students. Special attention will be given to students with cognitive disabilities to ensure their understanding of directions. Teachers will promptly inform the Assembly Area Team of any missing students.
- **Security Measures:** The administrative team will secure the affected area to prevent unauthorized entry and maintain clear access roads for emergency vehicles.
- **Utilities and Post-Incident Actions:** The administrative team will notify the relevant utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- **Parent Communication:** The principal or designee will communicate with and update parents promptly via ParentSquare, ensuring transparent and timely information dissemination.

These procedures are designed to prioritize the safety and well-being of all occupants. Regular training and drills will reinforce these protocols, promoting a swift and coordinated response during an actual emergency.

Lockdown

This protocol is enacted in response to identified or directed threats of violence or gunfire by law enforcement, aiming to prevent perpetrators from entering any occupied campus areas. The purpose of a lockdown is to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the school's security.

Lockdown Procedures:

- **Initiating Lockdown:** Lockdown is declared when the threat of violence or gunfire is identified. All personnel must adhere to this protocol to ensure the safety of everyone on campus.
- **Secure Classrooms or Designated Safe Locations:** During Lockdown, students are required to remain in locked classrooms or designated safe locations. It is imperative to keep classroom doors locked at all times.
- **Immediate Actions for Classes:** Upon receiving the lockdown announcement:
 - Classes will remain in their rooms.
 - Redirect any students in hallways or outdoors into the nearest locked classroom.
 - Physical education classes will relocate to secure areas such as the gym, auditorium, or multi-purpose room.
- **Safety Measures within Classrooms:** Once in the secured location:
 - Move students to the most protected areas in the room and lock the door.
 - Instruct students to face away from windows, keeping their backs toward windows.
 - Close and lock all doors and windows.
 - If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
- **Lights and Power:** Turn off lights, power equipment, appliances, and ensure cell phones are on silent mode. Maintain silence in the room to avoid detection.
- **Attendance and Student Accountability:** Take and report attendance as feasible. Teachers must account for any students with cognitive disabilities who may require additional assistance or may not have fully understood the directions.
- **Remain in Secured Locations:** All personnel must remain in the secured room until further instructions are received from official sources.

This Lockdown Procedure is designed to prioritize the safety of all individuals on campus. Regular drills and ongoing training will familiarize staff and students with these protocols, ensuring a swift and coordinated response during an actual emergency.

Medical Emergency

Medical emergencies or accidents may occur unexpectedly, involving students or employees. Depending on the severity, some incidents may only require first aid, while others demand immediate medical attention. In any uncertainty, prioritize caution and promptly dial 911.

- **Emergency Reporting:** In the event of a medical emergency involving a student or employee, immediately report the incident to the School Principal or designated personnel. Dial 911 or instruct someone to do so. When reporting, provide the following essential information:
 - School name and phone number.
 - Building address, along with the nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
 - Nature of the emergency.
 Stay on the line until advised to disconnect by the dispatcher.
- **School Notification:** Notify the school office about the injured individual and the initiation of an ambulance call. Request the dispatch of a first aid/CPR-trained employee to assist the victim.
- **Assistance and Victim Care:** Maintain composure during the emergency. Keep the victim warm with a coat or blanket.

- Avoid moving the victim unless there is a risk of further injury. Refrain from offering any food or drink to the victim.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Administration of Naloxone (Narcan)

Provide emergency Naloxone (Narcan) or another opioid antagonist to trained school personnel, with designated volunteers receiving initial and annual refresher training for the storage and emergency use of these medications. Responding to medical emergencies, particularly opioid overdoses, and the safe administration of Naloxone within the school environment. This plan aims to ensure the well-being of students and staff and to provide timely and effective intervention in the event of an opioid-related emergency.

Identification of Potential Overdose Cases:

- Training is provided to school staff, including teachers, administrators, and support staff, on recognizing the signs of opioid overdose, such as respiratory distress, unconsciousness, or pinpoint pupils.

Naloxone Training:

- The school designates key personnel, such as school nurses and selected staff members, to undergo specialized training in the administration of Naloxone.
- Training includes recognizing signs of overdose, proper administration techniques, and post-administration procedures.

Emergency Response Protocol, in the event of a suspected opioid overdose

- Maintain accessible and strategically located Naloxone kits within the school, particularly in areas where medical emergencies are more likely to occur.
- Trained personnel authorized to administer Naloxone during emergencies, and trained to follow the outlined step-by-step process for administering Naloxone, emphasizing proper dosage, injection techniques, and post-administration monitoring.
- After administration of Naloxone, staff shall immediately call emergency services (911) to report the incident and request urgent medical assistance
- Establish a post-administration monitoring procedure to ensure the individual's vital signs are stable. If necessary, continue to provide supportive care until emergency medical services arrive.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Administration Procedure

This Medical Emergency Protocol is designed to ensure swift and organized responses in times of need. Regular training and drills will familiarize staff with these procedures, promoting a safe and supportive environment within our school community.

Earthquakes

Earthquakes can occur without warning, often followed by aftershocks that may persist for weeks or months. The impact on buildings varies, making it crucial to remain calm and act promptly during and after the shaking.

- Stay Calm and Assess: Keep calm during the shaking and remain in your current location. Assess the situation before taking action. Remember, injuries often result from flying or falling debris.
- Drop, Cover, and Hold On: Upon the first indication of an earthquake, teachers should instruct students to Drop, Cover, and Hold On.
- Move to Safety: Move away from windows and overhead hazards to avoid glass and falling objects.
- Students with Disabilities: Students with disabilities preventing them from seeking protection under furniture should:

- Move away from unsecured items in the room.
- Go to a structural corner away from cabinets, shelves, and windows.
- Lock wheelchair wheels and protect their head and neck with their hands.

After the Earthquake

- Incident Commander Activation: When the shaking stops, the principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation Procedures: Staff and students will evacuate using prescribed or safe routes to the Assembly Area.
- Attendance and Student Accountability: Teachers will bring their student roster and emergency supplies, taking attendance at the Assembly Area. Special attention will be given to students with cognitive disabilities.
- Missing Students Notification: Teachers will notify the Assembly Area Team of missing students or any student left behind.
- Security Measures: The administrative team will secure the area to prevent unauthorized entry and ensure clear access roads for emergency vehicles.
- Utilities and All Clear: Notify the appropriate utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will notify and update parents promptly via ParentSquare.

This Earthquake Response Protocol is designed for the safety and well-being of all individuals on campus. Regular drills and training will reinforce these procedures, fostering a resilient and prepared school community.

Assaults

Assaults, involving acts of striking or inflicting injury on a person, are considered serious matters, demanding immediate attention and appropriate action. Any threat or assault on students or employees requires prompt reporting to the School Principal or designated personnel. The decision to involve law enforcement officials will be determined by the School Principal or designee.

General Reporting Steps:

- Immediate Reporting: Report any threat or assault on students or employees promptly to the School Principal or designee.
- Law Enforcement Notification: The School Principal or designee will assess the severity and decide whether law enforcement officials should be notified.

In Case of Serious Assault:

- Emergency Services: Dial 911 immediately.
- Seek Medical Attention: Seek first aid or medical attention for any injuries sustained during the assault, if indicated.
- Document Injuries: Have photographs taken of any injuries as part of the documentation process.
- Assailant Description: Write down a detailed physical description of the assailant as soon as possible after the incident, including sex, age, height, weight, race, clothing, and any weapon used.
- Witness Information: Obtain names and telephone numbers of any witnesses present during the assault.
- Incident Report: Draft an incident report detailing the circumstances of the assault.
- Submission to School Principal: Submit the incident report to the School Principal or designee for review.
- Law Enforcement Involvement: The School Principal or designee will submit an incident report to local law enforcement if the assault is deemed serious.

This Assault Incident Protocol is designed to ensure a swift and comprehensive response to any assault situation. Regular training and awareness programs will support the school community in understanding and implementing these procedures effectively.

Biochemical/Hazardous Materials

A biological or chemical release involves the discharge of substances in solid, liquid, or gaseous states, with potential incidents ranging from chemical spills in school laboratories to hazardous material incidents adjacent to the school. Early detection and swift response are essential to ensure the safety of students and staff.

Indicators of Release:

- Multiple victims with symptoms such as watery eyes, twitching, choking, loss of coordination, trouble breathing.
- Presence of distressed animals or dead birds.

Response Procedures:

- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation and Isolation: Staff and students will use designated routes to the Assembly Area, upwind of the affected area. Those exposed to contaminants should be isolated from the rest of the school population.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details and the nature of the emergency.
- Area Isolation and Access Restriction: The administrative team, under the Incident Commander's instructions, will isolate and restrict access to potentially contaminated areas.
- Ventilation and Air Handling Measures: The Security/Utilities Team will turn off local fans, close windows and doors, and shut down the building's air handling system.
- Parent Communication: The principal or designee will promptly notify and update parents via ParentSquare.
- Decontamination and Triage: Individuals in direct contact with hazardous substances should wash affected areas with soap and water. Outer clothing layers, potentially contaminated, should be removed and contained. The Triage Team will evaluate and monitor exposed individuals.
- Assembly Area Team Responsibilities: Prepare a list of all people in the affected or contaminated area, specifying those with actual contact. Provide the list to the Incident Commander and emergency responders.
- Crisis Team Activation: The Crisis Response Team will convene on-site, initiating counseling and recovery processes.
- Area Reopening: Affected areas will not reopen until clearance is provided by the appropriate agency, such as Los Angeles County HazMat, and the Incident Commander authorizes it.
- All Clear Activation: Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

These protocols ensure a comprehensive and coordinated response to biochemical/hazardous material incidents, prioritizing the safety and well-being of the school community. Regular drills and training will enhance preparedness and awareness.

Disorderly Conduct

Disorderly conduct, whether exhibited by a student, staff member, or visitor, can pose a threat to the safety and well-being of the school community. The following protocols are established to ensure a measured and effective response:

- Immediate Action: Upon witnessing disorderly conduct, staff should take immediate steps to calm and control the situation, prioritizing the safety of all individuals involved. If safe to do so, attempts should be made to isolate the perpetrator from other students and staff.
- Witness Statements: Witnesses are encouraged to provide written statements detailing the incident for follow-up by the school administrator and/or law enforcement agency.

- Notification to Principal: Staff witnessing disorderly conduct should promptly notify the principal or designee.
- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating appropriate emergency functions such as Lockdown, Evacuate Building, or Off-site Relocation.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details (e.g., building, room, area) of the incident.
- Immediate Threat Response: If an immediate threat is not evident, the Incident Commander or designated staff may attempt to defuse the situation. Approach the individual in a calm, non confrontational manner and request they leave the campus, avoiding hostile situations.
- Family Notification (if applicable): In the case of a student involved, every effort should be made to notify the family, as they may provide valuable insights on handling the situation.
- Parent Communication: The Incident Commander will promptly notify and update parents via ParentSquare, as necessary.
- Threat Assessment/Management Team Activation: The Incident Commander and team will assess whether activating the threat assessment/management team (Crisis Response Team) is warranted.
- All Clear Activation: Once the incident concludes, and the campus is determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are designed to address disorderly conduct swiftly and efficiently, prioritizing the safety of the school community and providing necessary support and communication channels. Regular training and drills will enhance preparedness and response capabilities.

Vandalism

In the event of school vandalism, the following procedures are to be adhered to for a comprehensive and effective response:

- Notification of School Authority: Promptly notify the school principal or designee of the vandalism incident.
- Building and Grounds Personnel Notification: Notify building and grounds maintenance personnel to assess and address the immediate physical impact.
- Assessment of Severity: The School Principal, or designee, will assess the seriousness of the situation, gauging the level of assistance required, which may involve engaging local law enforcement.
- Identification of Perpetrators: If possible, attempt to identify the individuals involved in the act of vandalism.
- Witness Interviews and Statements: Conduct interviews with witnesses and obtain written statements detailing the incident.
- Documentation Process: Document the incident promptly, preparing an incident report that includes any witness statements. Submit this report to the School Principal or designee.
- Parent/Guardian Notification: Notify parents or legal guardians of the affected students about the vandalism incident.
- Disciplinary Measures: Determine appropriate disciplinary measures in response to the act of vandalism.
- Restitution Assessment: Evaluate any monetary restitution issues arising from the vandalism and determine the applicable amounts.

These procedures are established to ensure a systematic response to vandalism incidents, address immediate concerns, identify responsible parties, and implement appropriate disciplinary and restitution measures. Regular communication with parents and legal guardians is crucial for maintaining transparency and fostering a sense of responsibility within the school community.

Loss or Failure of Utilities

In the event of a utility failure, encompassing the loss of water, power, or other essential utilities on school grounds, the following comprehensive procedures are to be followed:

- **Immediate Action for Broken Utility Lines:** In the case of a broken water or electrical line, make an immediate effort to shut off water or power to the affected area. Simultaneously, notify the school administrator without delay.
- **Incident Commander Designation:** Upon receiving notification of a utility loss, the principal or designee assumes the role of Incident Commander. The Incident Commander will initiate appropriate emergency functions, including potential actions like Shelter in Place or Evacuate Building.
- **Communication with MPS General Counsel & Facilities Department:** The Incident Commander, during business hours, will promptly notify the MPS General Counsel & Facilities Department, specifying the location and nature of the emergency. The preferred vendor list may be engaged based on the Incident Commander's discretion.
- **Utility Company Coordination:** MPS General Counsel & Facilities Department personnel, collaborating with the Incident Commander, will contact the affected utility company. This communication aims to ascertain the necessity of their assistance, recommended actions, and the anticipated duration of the service interruption.
- **Evacuation Procedures:** If the Evacuate Building action is warranted, teachers will evacuate with student rosters and essential classroom emergency supplies. Attendance will be taken in a safe location. Special consideration will be given to students with cognitive disabilities.
- **Parent Notification via ParentSquare:** The Incident Commander will inform and update parents promptly through ParentSquare.
- **Utilization of Emergency Supplies:** School emergency supplies will be deployed as needed to compensate for the utility loss.
- **All Clear Action:** Once the incident is concluded, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- **Specific Concern Protocols:** In addition to the outlined procedures, the Incident Commander will implement specific protocols tailored to the nature of the utility concern (e.g., loss of water supply, power outage).

These procedures are established to ensure a swift, organized, and effective response to utility failures, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Bomb Threat/Suspicious Package

In response to the discovery of a suspicious package on campus grounds or the receipt of a threatening phone call indicating a potential explosion risk, the following procedures are implemented:

Response to Threatening Phone Calls:

- **Immediate Action:** The call taker aims to keep the caller on the line while alerting someone else to call 911. Simultaneously, the staff member calling 911 provides essential information to the operator:
 - Nature of threat on the phone line
 - School name
 - Phone number of the line receiving the threat
 - Name and contact information of the staff member
- **Informing the Principal:** The person answering the threat call informs the principal immediately and gathers and records information about the call, addressing bomb threat questions such as location, timing, appearance, motive, and contact details.
- **Voice Analysis and Background Evaluation:** Questions are complemented by evaluating the caller's voice and background noise for characteristics such as gender, age, accent, speech clarity, and background environment.
- **Incident Commander Designation:** The principal or designee assumes the role of the Incident Commander, advising the school. Law enforcement may instruct the school to wait for officers to arrive and conduct an

investigation. The Incident Commander, in consultation with law enforcement, determines appropriate emergency functions, such as Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.

Discovery of Suspicious Packages or Objects:

- Cell Phone and Radio Precautions: If unusual or suspicious packages, boxes, or foreign objects are discovered, all cell phones and hand-held radios are turned off to prevent potential triggering by radio frequencies.
- Object Discovery Protocol: Report the discovery to the Incident Commander while securing the immediate area without touching or disturbing the object. No attempt should be made to investigate or examine a suspicious object.
- Parent Notification via ParentSquare: The Incident Commander notifies and updates parents through ParentSquare.

Evacuation Procedures:

- Incident Commander's Decision: The Incident Commander, consulting with law enforcement, may alter emergency functions based on the situation. In case of a confirmed threat or bomb discovery, the Evacuate Building action is issued.
- Safe Evacuation: Staff and students evacuate using safe routes to the Assembly Area.
- Attendance and Missing Students: Teachers bring student rosters, take attendance at the Assembly Area, and account for students. Special consideration is given to students with cognitive disabilities. Teachers notify the Assembly Area Team of missing students.

Post-Incident Actions:

- Crisis Response Team: The Crisis Response Team convenes on-site for counseling and recovery.
- Inspection and All Clear: School activities do not resume until proper authorities inspect affected buildings and declare them safe. The Incident Commander initiates the All Clear action after the incident concludes.
- Off-Site Relocation: The Incident Commander may initiate an off-site relocation if conditions warrant.
- Incident Report: Following the incident, the Incident Commander completes a comprehensive bomb threat report for analysis and reflection.

These procedures are established to ensure a swift, organized, and effective response to bomb threats and suspicious packages, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Explosions/Risk of Explosions

In the unfortunate event of an explosion or the risk of explosion at the school, the following procedures should be followed:

- Initiate Drop, Cover, and Hold On: In the event of an explosion, all individuals should immediately initiate the Drop, Cover, and Hold On protocol.
- Incident Commander and Emergency Services: The principal or designee becomes the Incident Commander and promptly calls 911 to provide precise details of the emergency, including the location (e.g., building, room, area) and the nature of the incident.
- Consultation and Emergency Functions: The Incident Commander will consult with available law enforcement and, considering the potential for another imminent explosion, determine appropriate emergency functions. Actions may include Shelter in Place, Evacuate Building, or Relocation. Evacuation may be required in some buildings on campus, with others serving as shelters.
- Evacuation Procedures: In the event of an evacuation, staff and students will use prescribed routes or other safe routes to proceed to the Assembly Area.
- Attendance and Notifications: During evacuation, teachers will bring the student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are responsible for accounting for students with cognitive disabilities who may not have understood the directions, and they will notify the Assembly Area Team of missing students. The Incident Commander will promptly notify and update parents via ParentSquare.

- **Medical Assistance:** The Triage Team will promptly check for injuries and provide appropriate medical assistance.
- **Utilities and Building Security:** The Incident Commander will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities. The administrative team will secure the building entrance to prevent unauthorized persons from entering the school buildings.
- **Search and Rescue Activities:** If it is determined safe to enter affected areas, the Incident Commander will direct the administrative team to initiate search and rescue activities.
- **Reopening and Clearance:** Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or the appropriate agency provides clearance, and the Incident Commander authorizes such action.
- **Relocation Procedures:** The Incident Commander may initiate a Relocation if conditions warrant such a decision.
- **All Clear and Conclusion:** Once the incident has concluded, and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are established to ensure a swift, organized, and effective response to explosions or the risk of explosions at school, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Fighting or Riots

When dealing with a fight or the potential escalation to a riot, school staff should adhere to the following guidelines:

Fighting:

- **Communication and Assistance:** Utilize radio units or cell phones for communication. If not feasible, send a reliable student to the office to seek assistance. Speak loudly, demanding an immediate cessation of the behavior.
- **Collaboration and Intervention:** Seek assistance from other teachers to address the situation. If students begin to gather, work swiftly to disperse them.
- **Identification and Intervention:** Call out the names of involved students, if known, and inform them of their identification. For serious fights, especially those involving weapons, seek additional help from law enforcement personnel.
- **Separation and De-escalation:** Attempt to separate involved students using an assertive tone. Consider age, size, and personal safety before intervening physically. If successful in separating students, avoid further confrontational behavior. Allow students time to talk in a calm setting to gradually change the climate of the situation.

Riots:

- **Prevention and Sensitivity:** Encourage teachers and staff to be sensitive to the emotional climate and defuse tensions before problems escalate.
- **Law Enforcement and Assessment:** Notify local law enforcement of the disturbance and convene at a pre-designated site to evaluate the situation.
- **Emergency Response Plans:** Have a law enforcement officer assess and call for necessary resources, such as backup and emergency medical assistance.
- **Activate emergency plans, including:**
 - Instruct office staff to handle communications and initiate lockdown orders.
 - Notify transportation for appropriate buses for evacuation.
 - Assign staff to a temporary detention facility and log information.
 - Direct a teacher or designee to initiate lockdown and immobilize the campus.
- **Collaboration and Communication:** Collaborate with the MPS Outreach & Communications Department to brief a representative for media interactions.
- **Medical Treatment and Triage:** Assign staff to a pre-designated medical treatment/triage facility.

Remember, these protocols are established to ensure a swift, organized, and effective response, prioritizing the safety and well-being of students and staff during such incidents.

Crisis Response

A school crisis is an unexpected critical incident that poses a safety threat or disrupts the school day, impacting teaching, learning, and overall well-being. Common reactions include shock, confusion, and fear. While each crisis may affect individuals differently, it can have a broad and immediate impact on students and adults. Examples include accidents, violent incidents, deaths, natural disasters, or acts of terrorism.

Multi-Tiered Crisis Response Team Model:

Tier I: School Site Crisis Response Team:

- Initiates crisis response, assesses needed services, and provides direct interventions.
- Determines the need for additional assistance from the Home Office.
- May be activated during emergencies or as a stand-alone team.

Tier II: Academic Department (Director of Special Education and Services; Director of Student Services):

- Contacted by the school site for support beyond the team's scope.
- Provides consultation, direct intervention, assistance with communications, and guidance for recovery/SEL support.

Tier III: MPS Home Office Crisis Response Team:

- Engaged based on collaboration between the Academic Department and the school site.
- Offers consultation, direct intervention, communication support, and recovery guidance.

Crisis Response Procedures:

- **Activation and Assessment:** The principal or designee, as the Incident Commander, activates the School Site Crisis Response Team. The team, in collaboration with the Incident Commander, assesses the impact and triages students, staff, and parents/guardians.
- **Direct Intervention Services:** The Crisis Response Team delivers crisis intervention services, including psychological first aid.
- **Restoration of School Functions:** Advises and assists the Incident Commander in restoring regular school functions efficiently and quickly.
- **Limiting Exposure and Ongoing Assessment:** Takes measures to limit exposure to scenes of trauma, injury, and death. Provides ongoing assessment of needs and follow-up services as required.

These protocols are designed to ensure a comprehensive, organized, and effective response to crises, prioritizing the well-being of students, staff, and the school community.

Active Shooter/Gunfire

In the event of a threat of violence on campus or the sound of gunfire, lockdown procedures should be immediately implemented. An Active Shooter on Campus is defined as an individual or individuals on school grounds armed with a firearm, having caused injury or death with the firearm and demonstrating continued threat.

Procedures for Staff:

- Upon the first indication of an active shooter, staff must promptly notify the principal or designee, who assumes the role of Incident Commander.
- The Incident Commander initiates a lockdown, the recommended emergency response.
- A call to 911 is made, providing precise details of the incident. A designated person should remain on the line with the police if safe.
- Establish communication with classrooms through school phones, email, cell phones, or radios to keep everyone informed.
- Notify MPS Home Office through the HOST channel and request assistance.

- Collaborate with the MPS Outreach & Communications Department to inform and update parents via ParentSquare.

Principal/Designee and Crisis Response Team Responsibilities:

- Secure perimeter gates and ensure all individuals are safely behind locked doors.
- Initiate the process of accounting for all students and staff.
- Calm and control students through regular announcements. If safe, maintain separation between students and the perpetrator.
- If imminent danger is identified with an active shooter on campus, Rapid Relocation may be initiated, ensuring students are not placed in the gunman's path.

Rapid Relocation Procedures:

- Encourage quick evacuation through any safe exit. If leaving campus, the preferred off-site relocation point is chosen if the route is safe.
- Inform local law enforcement of the decision to leave campus and the chosen destination. Keep them updated on students and staff not reaching the relocation point.
- Calm students, establish a perimeter for safety, and re-establish Incident Command teams with available staff.
- The Triage Team collaborates with first responders for medical attention to the injured.
- The Incident Commander prepares a verified list of the wounded and their transport locations, coordinating with the School Site Crisis Response Team for parent notifications.
- All media inquiries are directed to the MPS Home Office Outreach & Communications Department.
- Once the incident concludes and the campus is declared safe, the Incident Commander initiates the All Clear action.
- A debrief session with staff and school police officers is conducted by the Incident Commander.

These crisis response protocols are established with the paramount goal of ensuring the safety, well-being, and efficient recovery of students, staff, and the school community in the face of unforeseen critical incidents. The collaboration between school personnel, law enforcement, and relevant agencies is crucial to swiftly and effectively address emergencies, minimize disruptions, and support the emotional and physical recovery of those affected. By adhering to these comprehensive procedures, we aim to create a secure and resilient environment conducive to the continued growth and success of our educational community.

Use of Facilities

In the event of disasters or emergencies, the school is committed to supporting the mandated emergency procedures established by law enforcement, government, or public safety agencies. This ensures that students and both certificated and classified staff follow necessary protocols, enabling the school to serve as a mass care and welfare shelter.

Evacuation

In the event that community conditions or internal school circumstances necessitate a site evacuation, the following steps should be undertaken:

- The principal or designee assumes the role of Incident Commander and will communicate evacuation instructions via the PA system. If the PA system is unavailable, alternative communication methods, such as messengers, will be employed. The principal will convey a calm demeanor, offer reassuring comments, affirm that the situation is under control, and provide clear directions.
 - Example Statement: "Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll books 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."
- The Incident Commander will activate the fire alarm system as a signal to initiate the evacuation process.

- Designated emergency team members/staff will secure medications, related documents, and other essential medical supplies/equipment, such as First Aid Kit, CPR, AED, Epi-Pen, and Sharps container.
- Teachers will instruct students to evacuate the building using designated routes and assemble in their assigned Assembly Area.
- Teachers will bring student rosters and any classroom emergency supplies, take attendance once the class is assembled in a safe location, and account for students with cognitive disabilities who may not have fully understood the directions. Missing students will be listed on the Missing Persons Report.
- Once assembled, teachers and students will remain in place until further instructions are provided.
- The Incident Commander will make necessary notifications to the Home Office and parents.
- Upon the conclusion of the incident and confirmation of campus safety, the Incident Commander will initiate the All Clear action.

Procedures for Responding to Students Who Self-Injure

Self-injury, characterized by the deliberate act of harming one's own body, is often an unhealthy coping mechanism for emotional pain, intense anger, or frustration. While this behavior may lack suicidal intent, it can escalate the risk of suicide due to underlying emotional issues. Consequently, students exhibiting self-injurious behaviors should be assessed for suicide risk.

Signs and Symptoms of Self-Injury:

- Frequent or unexplained bruises, scars, cuts, or burns.
- Consistent, inappropriate use of clothing to conceal wounds.
- Possession of sharp objects such as razor blades, shards of glass, or thumbtacks.
- Evidence of self-injury in journals, drawings, social networking sites, etc.

Risk Factors of Self-Injury:

- Age, with a higher prevalence among teenagers and young adults.
- Influence of friends engaging in self-injury.
- Psychosocial factors, including neglect, abuse, or traumatic events.
- Mental health issues, such as depression, anxiety disorders, post-traumatic stress disorder, and eating disorders.
- Alcohol or drug abuse.

Protocol for Responding to Self-Injury:

- Respond immediately or as soon as practically possible.
- Supervise the student at all times.
- Seek medical attention as needed.
- Conduct an administrative search for access to means such as razor blades, shards of glass, other sharp instruments, or medications.
- Assess for suicide risk using appropriate protocols.
- Communicate with and involve the parent/guardian to address the self-injurious behavior promptly.

Awareness for Parents/Caregivers:

- Encourage appropriate coping and problem-solving skills.
- Listen calmly and empathetically, avoiding shaming reactions.
- Develop a safety plan with the student.
- Notify identified adults in the safety plan and provide information on the adult gatekeepers.

Self-Injury and Contagion:

- Respond immediately to identified students.
- Assess each student for suicide risk individually.
- Supervise students separately if identified as engaging in self-injurious behaviors.
- Consider making a mental health referral for students exhibiting self-injurious behaviors.

Response to Self-Injury and Contagion within the School Community:

- Address self-injury with students individually.
- Avoid discussing self-injurious behaviors in group settings.
- Conduct informational parent meetings, inviting all parents/guardians for psycho-education, awareness, and tools for addressing self-injurious behaviors.
- Supervise students and children during parent/guardian meetings.
- Consult with the Outreach & Communications Department for dissemination of information regarding parent/guardian meetings or other media matters.

These procedures are established to ensure a compassionate and effective response, prioritizing the well-being of students and fostering a safe and supportive school environment.

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 the 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.

Emergency Drills

The school shall conduct emergency drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or 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 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

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 or designee.

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 were taken by the school.
- Announce new changes made after the incident has passed.

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. Schoolwide communication will be sent via ParentSquare.

Safety Supply/Equipment

The School Principal and/or designee, alongside the School Safety Management 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, such as classrooms.

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for directing team activities and keeping everyone informed of the overall status. Furthermore, responsible for assessing the adequacy of available water, food, sanitation, and other supplies and organizing the distribution of resources for immediate use. Specific duties may include

- Reporting equipment and supply needs
- Estimate the number of persons requiring food/shelter/care
- Work Incident Commander to determine the length of time care will be needed
- Inventory supplies on hand
- Distributing emergency water and food supplies
- 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 the School Safety Management Team include:

- 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

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
- Antibacterial 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.

Plant Inspections

The School Principal, or designee, with the assistance of local support personnel where necessary, will inspect and ensure that the school is clean, and secured, all paths of egress are open and well lit is essential to the safety and well-being of all students and staff members of Magnolia Public Schools.

Essential Checklist: Plant Inspections

- A walk-through will be performed at least twice annually by the principal and/or designee to ascertain any unsafe conditions that are hazardous to the staff or student's 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 Committee will review the walk-through. A timeline for the completion of necessary corrections will be reviewed and assessed monthly.
- The School Principal and/or designee 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.
 - 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.

RECOVERY

Schools as Pillars of Support in Emergencies

Schools play a pivotal role in aiding members of the learning community in both preparing for and recovering from emergencies or disasters. Whether stemming from natural events like earthquakes, fires, and loss, or man-made events such as tragic incidents, student overdoses, or acts of terror, a school's approach to post-emergency support is most effective when it addresses diverse levels of need among students. The provision of varying degrees of support, including opportunities for smaller group meetings, becomes critical for those requiring more in-depth assistance, thereby complementing the general support offered to all students.

In the aftermath, the responsibility for implementing recovery strategies typically falls on the shoulders of school psychologists, counselors, social workers, and potential community mental health partners, all of whom may serve as members of the Crisis Response Team. Encouragingly, all adults involved are urged to contribute by modeling calm, caring, and thoughtful behavior.

Supporting Someone After a Crisis

When supporting someone after a crisis, it is important to be present and supportive. Use verbal, nonverbal, and paraverbal communication to convey your care and concern. Ask open-ended questions to identify how they are feeling and listen with empathy. Do not rush them to talk about the incident.

If you are feeling overwhelmed, take some time to gain your composure. Ask for a staff member to step in if you need to leave the room. Coordinate with other staff to address the immediate needs of the staff involved.

It is important to remember that you cannot provide effective support until you have reached physical and emotional calm.

Guiding Therapeutic Rapport through Time

1. Supporting in the Present - Helps rebuild relationships and build bridges of communication. The trust and relationship that you establish at this point are crucial to the de-escalation of a future crisis.
2. Understanding the Past - Allows the person to reflect on their actions and consider the impact on others. This helps to uncover what happened and identify any patterns and Precipitating Factors, which can help in planning for the future.
3. Planning for the Future - Results in learning and development of approaches by collaborating and problem-solving. Planning creates a sense of responsibility and ownership for the individual. It also helps staff prevent crisis behaviors and improve their approaches.

Therapeutic Rapport Considerations

When engaging with individuals in therapeutic settings, it is crucial to take into account several factors that significantly influence the dynamics of the counseling relationship:

- Age: An individual's age plays a pivotal role in shaping their ability to comprehend and actively participate in therapy. Consider the developmental stage, as younger children might struggle to express emotions or grasp complex concepts, while older adults bring different life experiences and concerns.
- Cognitive Functioning: Cognitive abilities vary among individuals, affecting their capacity to process information and follow instructions. Modify therapeutic approaches to accommodate diverse cognitive functioning levels and ensure effective communication.
- Culture: Cultural background deeply influences expectations about counseling and communication styles. Cultivate respect for individuals' cultural values and beliefs, recognizing the potential impact of cultural differences on the therapeutic relationship.
- Gender Identity: An individual's gender identity significantly shapes their experiences and interpersonal connections. Create an affirming and safe space that respects and acknowledges clients' gender identities, fostering an environment conducive to exploring gender expression.

- **Previous Life Experiences:** Past life experiences profoundly mold an individual's thoughts, emotions, and behaviors. Be attuned to the potential impact of these experiences on the therapeutic relationship, recognizing their role in shaping an individual's progress.

In acknowledging and adapting to these diverse factors, support staff can enhance the effectiveness of therapeutic interventions, fostering a more inclusive and supportive environment for all individuals seeking assistance.

Strategies for the Crisis Response Team: Supporting Students and Staff After a Crisis

1. **Immediate Debriefing:** Conduct immediate debriefing sessions to allow team members to share their experiences, feelings, and observations.
2. **Provide Safe Spaces:** Establish designated safe spaces within the school where students and staff can seek solace and support.
3. **Structured Group Sessions:** Organize structured group sessions led by mental health professionals to address collective concerns and promote a sense of community.
4. **Resource Distribution:** Distribute informational resources and support materials to students and staff, outlining available counseling services and coping mechanisms.
5. **Collaborative Outreach:** Collaborate with external mental health organizations to provide additional resources and expertise.
6. **Peer Support Networks:** Facilitate the creation of peer support networks among students and staff to encourage mutual assistance.
7. **Long-Term Counseling Services:** Ensure access to long-term counseling services for both students and staff members, recognizing that recovery is an ongoing process.

Strengthening Staff Responses and Fostering Resilience

To enhance staff responses to incidents, it is crucial to conduct an objective assessment of the current response. Take time to reflect on the incident and engage in open dialogue with fellow staff members who were involved. This collaborative process can uncover valuable insights and identify areas for improvement.

Managing a crisis is a challenging experience that can have a profound impact on everyone involved, including staff members. Recognizing the potential trauma of these situations is the first step toward building resilience. Taking care of oneself during this time is essential for both physical and emotional well-being.

Building Resilience:

- **Reflect on the Experience: Acknowledge thoughts, feelings, and physical reactions to the incident.** Reflecting on the experience helps in processing emotions and developing effective coping mechanisms.
- **Practice Self-Care:** Prioritize self-care activities to maintain overall well-being. Ensure individuals get enough sleep, maintain a healthy diet, engage in regular exercise, and spend quality time with loved ones. Self-care provides the strength needed to cope with the challenges of crisis management.
- **Seek Professional Support:** If coping is challenging following the aftermath of a crisis, seeking professional support from a therapist or counselor can be immensely beneficial. A professional can assist in understanding emotions and developing healthy coping mechanisms tailored to your needs.

By fostering open dialogue, engaging in self-reflection, and prioritizing self-care, staff members can collectively navigate the aftermath of crises. Recognizing the trauma and proactively seeking support contribute to building resilience and fostering a supportive community within the school environment.

Recovery information is adopted from: Crisis Prevention Institute (2023). Nonviolent crisis intervention training. 3rd Edition.

Glossary

MPS = Magnolia Public Schools

CMO = Charter Management Organization

PBIS = Positive Behavioral Interventions & Supports

SEL = Social-Emotional Learning

ISS = In School Suspension

ODR = Office Discipline Referral

ADA = Average Daily Attendance

LCAP = Local Control and Accountability Plan

PAC = Parent Advisory Committee

PTF = Parent Task Force

UCP = Uniform Complaint Procedures

CDE = California Department of Education

IDEA = Individuals with Disabilities Education Act

IEP = Individualized Education Program

504 = Section 504 of the Rehabilitation Act of 1973

SSPT = Student Services and Programs Team

HOST = Home Office Support Team

Comprehensive School Safety Plan (CSSP): A detailed school emergency preparedness plan that covers prevention, response, and recovery procedures.

Incident Commander: The person responsible for directing emergency operations during a crisis.

Assembly Area: A designated safe location where students and staff gather during building evacuations to facilitate attendance taking.

Lockdown: An emergency protocol that secures school buildings and grounds during situations involving threats of violence.

ParentSquare: A school-to-home engagement platform used by the school to communicate essential information to parents/guardians.

Emergency Supplies: Resources like first aid kits, flashlights, batteries, blankets, and food/water that are critical for dealing with crises.

All Clear: An announcement made by the Incident Commander indicating that a crisis or emergency has ended and normal school operations can resume.

Crisis Response Team: A multidisciplinary school team trained in crisis preparedness, intervention, and recovery strategies to support the school community during and after critical incidents.

Recovery: The process of assisting students, staff, families and the greater school community in healing and overcoming trauma in the aftermath of a crisis/emergency.

Comprehensive Safe School Plan Quick Reference Guide

Magnolia Science Academy Santa Ana MAGNOLIA PUBLIC SCHOOLS



2840 West 1st Street,
Santa Ana, CA 92703
(714) 479-0115

Dr. Maria Rowell, Elementary Principal
Steven Keskindurk, Campus Director & Secondary Principal

Comprehensive School Safety Plan

Magnolia Science Academy San Diego MAGNOLIA PUBLIC SCHOOLS



6525 Estrella Avenue,
San Diego, CA 92120
619-644-1300

Gokhan Serce, Principal
gserce@magnoliapublicschools.org

Plan Revised November 2023

A meeting for public input was held on January 2024

Plan approved by MAGNOLIA PUBLIC SCHOOL GOVERNING
BOARD for review February 8, 2024

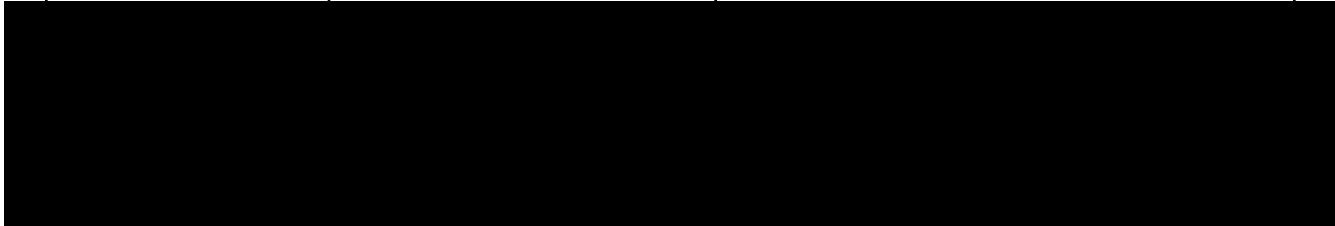
This document is available for public inspection during regular business hours at 7:30am - 4:00pm.

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

**Magnolia Science Academy San Diego
Comprehensive School Safety Plan
2024-2025**

Magnolia Science Academy San Diego Parent Advisory Committee certifies that the requirements of California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan.

Name	Agency	Contact Email
------	--------	---------------



Parent Advisory Committee/Safety Planning		
Name	Title	Contact Email
G. Serce	Principal	gserce@magnoliapublicschools.org
C. Wertz	Classified/Community School Coordinator	cwertz@magnoliapublicschools.org
L. Hutchens	Certificated/Teacher	lhutchens@magnoliapublicschools.org
L. Arslan	Certificated/Teacher	larslan@magnoliapublicschools.org
C. Wright	Certificated/Teacher	cwright@magnoliapublicschools.org
Prabalini Parameshwaran	Parent	N/A
Stephanie Gutierrez	Parent	N/A
Hjorids Washington	Parent	N/A
Elexis McBee	Parent	N/A
Elizabeth Vigovskiy	Parent	N/A
Katie Wilson	Parent	N/A
Mary Villanueva	Parent	N/A

Our Mission

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

Our Vision

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

School Safety Vision: *At Magnolia Science Academy San Diego, we envision a vibrant learning community where every student feels safe, nurtured, and respected.*

School Safety Mission: *Magnolia Science Academy San Diego will foster a positive and inclusive environment that empowers students to thrive academically, socially, and emotionally.*

Contents

PURPOSE & PREPARATION	8
Statement of Purpose	8
Plan Organization	8
Safety Goals and Objectives	8
Assessment of Data	9
Local Crime Data	9
School-wide Data	10
Component 1: School Climate	10
Component 2: Goal#2	11
Component 3: Goal#3	11
School Maps	12
Emergency Drills	13
Status Report Form	13
Emergency Drill Evaluation	14
Emergency Drill Calendar	15
H.O.S.T. Crisis Communication	15
PREVENTION	17
Employee Preparedness	17
Employee Skills	17
Employee/Student Special Needs	17
Emergency Onsite Personnel	18
Child Abuse and Neglect Reporting	18
Reportable Offenses	18
Responsibility for Reporting	18
Reporting Procedures	18
Investigation of Suspected Child Abuse or Neglect by Peace Officers - PC 11174.3	19
Releasing a Student to a Peace Officer - EC 48906	19
Procedures for Safe Ingress and Egress from School	19
Social Climate: School and Physical Environment	20
Effective Communication	20
Parent Concern	21
Students Responsibilities	21
Parent Responsibilities	22
School Responsibilities	22
Building Capacity for Engagement	23
Infinite Campus	23
ParentSquare	23
Parent Advisory Committee (PAC)	23
Parent Task Force (PTF)	23
Professional Development	24
Physical Environment	24
	4

Multi-Tiered System of Response to Behavior	24
Suspension and Expulsion Policy and Procedures	30
Procedures	31
Reflection	31
In School Suspension	32
Grounds for Suspension and Expulsion of Students	32
Enumerated Offenses	32
Suspension Procedure	38
Authority to Expel	39
Expulsion Procedures	39
Special Procedures for Expulsion Hearing Involving Sexual Assault or Battery Offenses	40
Record of Hearing	41
Presentation of Evidence	41
Expulsion Decision	41
Written Notice to Expel	42
Disciplinary Records	42
Expulsion Appeals	42
Interim Placement	42
Rehabilitation Plans	43
Readmission or Admission of Previously Expelled Student	43
Notice to Teachers	43
Involuntary Removal for Truancy	43
Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities	43
Students with an IEP	46
Procedures for Notifying Teachers	47
Title IX	49
Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy	49
Title IX, Harassment, Intimidation, Discrimination, and Bullying Coordinator (“Coordinator”)	49
Definitions - Prohibited Unlawful Harassment	49
Prohibited Unlawful Sexual Harassment	50
Prohibited Bullying	51
Bullying and Cyberbullying Prevention Procedures	52
Grievance Procedures	53
Title IX, Harassment, Intimidation, Discrimination, and Bullying Complaint Form	60
Uniform Complaint Policy and Procedures	61
Uniform Complaint Procedures (UCP) Policies and Procedures	61
Scope	61
Compliance Officer	63
Notifications	63
Procedures	64
Appeals to the CDE	65

Civil Law Remedies	66
General Complaint Procedures Form	67
General Complaint Procedures	68
General Complaint Procedures Form	70
Professional Boundaries: Staff/Student Interaction Policy	71
Corporal Punishment	71
Acceptable and Unacceptable Staff/Student Behavior	71
Duty to Report Suspected Misconduct	72
Examples of Specific Behaviors - Unacceptable Staff/Student Behavior (Violations of this Policy)	72
Unacceptable Staff/Student Behavior without Parent and Supervisor Permission:	72
Cautionary Staff/Student Behaviors	72
Acceptable and Recommended Staff/Student Behaviors	72
Dress Code/Uniforms	73
A Free MPS Uniform Set	73
Religious Head Coverings	73
Free Dress & Theme Dress Days Code	73
MPS Student Uniform Policy	74
RESPONSE	76
Disaster Response Procedures	76
Emergency and Crime Response	76
Fire	76
Lockdown	77
Medical Emergency	77
Earthquakes	78
Assaults	79
Biochemical/Hazardous Materials	80
Disorderly Conduct	80
Vandalism	81
Loss or Failure of Utilities	82
Bomb Threat/Suspicious Package	82
Explosions/Risk of Explosions	83
Fighting or Riots	84
Crisis Response	85
Active Shooter/Gunfire	85
Use of Facilities	86
Evacuation	86
Procedures for Responding to Students Who Self-Injure	87
Floor Plan	88
Emergency Drills	88
School Safety Management Team and Operations	88
Guidelines for Handling the Media	88
Parental Notification	89

Safety Supply/Equipment	89
Plant Inspections	90
RECOVERY	91
Glossary	93
Schoolwide Supporting Documents	95
CSSP Definitions for School	96
Emergency Teams:	96
School Emergency Contacts Chart	96
School Incident Command System and Emergency Teams	97
School Site Specific Considerations	99
Emergency Supplies and Equipment Location	99
Crisis Response Team Chart	99
Additional Contacts	100
Quick Reference Guide	101

PURPOSE & PREPARATION

Statement of Purpose

The Comprehensive School Safety Plan is designed to foster a secure school environment, fostering an optimal learning experience and elevating student academic achievement. This plan is strategically implemented to safeguard the well-being of students and staff, offering a structured response to emergencies and a set of guidelines for preparedness. The primary objectives of this plan include:

1. Ensuring the safety and welfare of students and staff.
2. Providing a coordinated and effective response to emergency situations.
 - Encouraging collaboration among co-located schools for a unified emergency response. This collaborative effort encompasses comprehensive goals, activities, teams, and timelines, ensuring a collective commitment to the well-being of all individuals on campus.
3. Safeguarding the school's facilities and property.
4. Facilitating a swift restoration to normal conditions in the aftermath of an emergency, minimizing confusion.
5. Coordinating with local emergency services when necessary to enhance overall emergency response capabilities.

Plan Organization

Effectively managing emergencies demands a dual focus on thorough emergency preparedness and efficient emergency response capabilities. The Comprehensive School Safety Plan is organized into five essential components:

1. Purpose and Preparation: This component addresses anticipated threats and hazards to the school, emphasizing safety needs before, during, and after an incident. It serves as the proactive foundation for comprehensive emergency preparedness.
2. Prevention: Focused on education and awareness strategies, this component aims to empower members of the learning community with the knowledge and tools to prevent incidents. Proactive measures play a pivotal role in ensuring a secure environment.
3. Response: Strategies and procedures for drills and handling potential threats are outlined. This component ensures a swift and coordinated response during emergency situations, contributing to the preparedness of both students and staff.
4. Recovery: Post-incident, this component centers on establishing therapeutic rapport and utilizing school and community-based resources to address the emotional impact of the crisis. Recovery efforts are crucial for restoring a sense of normalcy within the learning community.
5. Quick Reference Guide: Serving as an internal tool, the Quick Reference Guide enables the rapid activation of the team and safety protocols specific to potential incidents within the learning community. This guide enhances the efficiency and coordination of emergency response efforts.

Safety Goals and Objectives

The emergency safety plans are carefully developed to address a range of potential crises, including natural disasters and fires. The school sites participate in regular disaster drills conducted throughout the academic year to ensure that students and staff are well-prepared for any emergency scenario. A crucial part of our planning process involves each MPS school site conducting a thorough review of school-specific data, leading to the identification of specific goals for the school year. This proactive approach ensures that our emergency preparedness measures are tailored to the unique needs and challenges of each school site, fostering a safe and secure learning environment for everyone in our community.

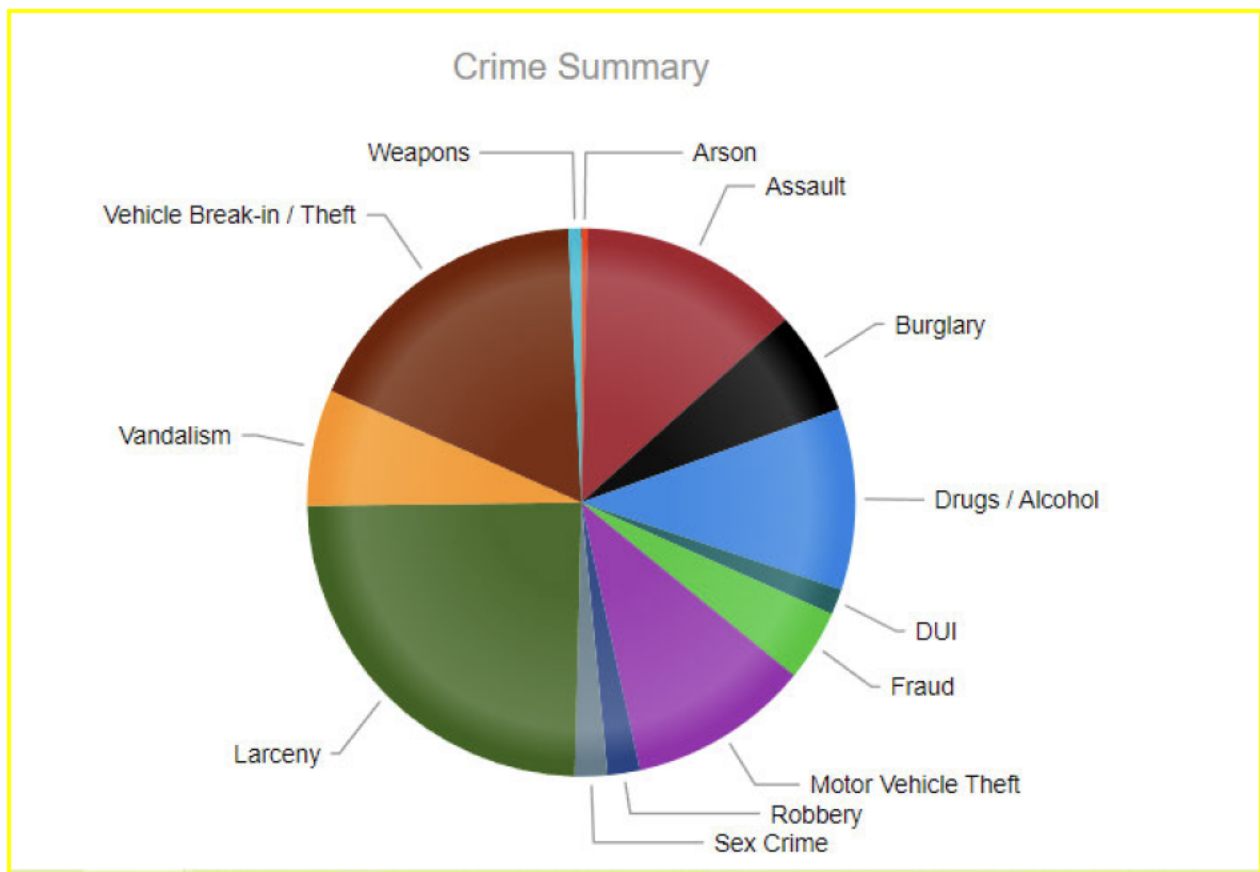
Assessment of Data

Local Crime Data

Data Source reviewed to develop statistical analysis was local Law Enforcement crime data via [crimemapping.com](https://www.crimemapping.com)

The top three crime violations in the area from 8/2023 to 12/2023:

Type of Crime	Number of Incidents
#1 Assault	29
#2 Larceny	26
#3 Vehicle Break-in/Theft	25



This data is represented by the following graphic pulled from source website: [LINK](#)

School-wide Data

Data regarding school community was compiled from Infinite Campus, local records, and logs. Data was reviewed on December 1, 2023. The following data was reviewed:

	2020-21	2021-22	2022-23	Currently as of 12/1/2023
Suspension Data Out-of-School	0	15	10	5
Suspension Data In-School	0	1	0	0
Expulsion Data	0	0	0	0
Average Daily Attendance (ADA) Rate	98.22	92.36%	92.80%	94.41%
Chronic Absenteeism Rate	n/a	24.7%	21.6%	13.3%
Graduation Rate	n/a	n/a	n/a	n/a

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
- Parent Advisory Committee
- 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.

School Climate

Goal #1: All employees will uphold and implement all stated policies 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 plan.
- Related Activities: Review regularly during Professional Learning Sessions, completion of training through CharterSafe, committee meetings, and safety meetings.
- Resources needed: Safety plan
- Person(s) responsible for implementation: Designated Administrator, Safety Committee
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Educational partner surveys

Goal #2: Magnolia Science Academy San Diego will create a positive school climate through strong foundational Tier 1 Supports that includes character building, clear expectations, and a culture built around a school wide Positive Behavior Interventions and Supports (PBIS)

- Objective: Students and staff will actively engage in the following: The WIZARD Way, Zones of Regulation and KickBoard.
- Related Activities: Provide professional development to reinforce The WIZARD Way, Zones of Regulation and KickBoard.
- Resources needed: Signage to visually remind students of our schools norms and values, online SWPBIS system- KickBoard
- Person(s) responsible for implementation: Staff
- Budget: Refer to school's annual budget
- Evaluation guidelines: Educational partner surveys, attendance data and behavior data

Physical Environment

Goal #3: We will maintain a safe school campus

- Objective: School personnel will complete a minimum of 3 campus walkthroughs during the school year to identify areas of need
- Related Activities: Teachers will report any concerns during weekly meetings or as needed
- Resources needed: n/a We will use staff meeting agenda template and Gmail
- Person(s) responsible for implementation: Plant manager
- Budget: Refer to school's annual budget
- Evaluation guidelines: Educational partner surveys

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:

Emergency Drill Evaluation

MPS Emergency Drill Evaluation ([Google Form](#))

The MPS Emergency Drill Evaluation collects the following information:

- School site
- When did the emergency drill take place?
- Drill Type
- Date Conducted
- Time Started and Time Completion
- Alert Type
- Did everyone on campus participate?
- If parents/guardians participated, what were their roles?
- Rate students' performance of emergency procedures.
- Rate faculty's performance of emergency procedures.
- Rate emergency team performance of duties.
- Rate accounting for everyone.
- Rate alert system.
- Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill?
- List the top lesson learned from this drill and how it will be addressed.
- What school-site training support would improve emergency drills and/or preparedness?

PREVENTION

Employee Preparedness

Our commitment to ensuring a safe and secure school environment involves comprehensive measures to prepare and empower our staff for effective response during emergencies. Here are the key components of our Employee Preparedness plan:

Ongoing Preparedness Measures:

- Regular review of the Comprehensive School Safety Plan and other emergency policies and procedures.
- Familiarization with each employee's role during emergency situations.
- Knowledge and evaluation of required drills, ensuring staff are well-versed in emergency response procedures.
- Familiarity with the layout of buildings, grounds, and all emergency procedures.
- Review of the locations of emergency exits, fire extinguishers, fire alarms, and emergency equipment and supplies.
- Attendance at updated training sessions covering first aid, CPR, use of AED machine, use of fire extinguishers, and search and rescue, as necessary.

Employee Skills

At the commencement of each school year, the School Principal or designee will seek input from instructional and non-instructional staff to identify individuals with special skills or experiences that could be beneficial during an emergency. These employees may be assigned specific emergency management roles, such as first aid, CPR, search & rescue, and fire extinguisher training and certification.

The instructional staff is responsible for the following:

- Presenting instruction to students about emergency preparedness plans and student responsibilities during major emergencies.
- Maintaining readily accessible attendance sheets for use during evacuations.
- Updating and storing classroom emergency kits in safe, accessible locations.
- Full participation in fire, earthquake, and evacuation drills.
- Developing planned activities for students during periods of confinement in emergencies.

The School Principal, or designee, is responsible for the following:

- Assigning employees to specific roles based on their skills, abilities, and normal functions.
- Ensuring that all employees are familiar with site maps, evacuation plans, and are trained in emergency response roles.
- Updating lists of employees trained in first aid, CPR, fire extinguisher use, and search and rescue, arranging for update training as necessary.
- Regularly updating site floor plans showing evacuation routes, assembly areas, emergency supplies, equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut-off valves.
- Posting emergency procedures in visible locations across the school.
- Updating the list of disabled students or employees, arranging for evacuation assistance or other special assistance as needed.
- Testing the site warning system and ensuring signal recognition by employees and students.
- Conducting an inventory of all emergency supplies and equipment, replacing used or outdated items.
- Maintaining a list of emergency phone numbers in readily accessible locations.

Employee/Student Special Needs

Employees and students with special needs are encouraged to self-identify their specific requirements during emergencies. At the beginning of each school year, parents are asked to provide written information and

instructions concerning the specific needs of students. Areas of the school with employees and/or students with permanent mobility impairments should maintain any necessary evacuation devices on each floor where such individuals are located.

Emergency Onsite Personnel

Emergency phone contacts for staff 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.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

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

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

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

Reportable Offenses

A mandated reporter is obligated to report whenever, in their professional capacity or within the scope of their employment, they have knowledge of or observe a child whom they know or reasonably suspect has been the victim of child abuse or neglect (Penal Code 11166).

Responsibility for Reporting

Mandated reporters must take immediate action whenever they have knowledge of or observe suspected child abuse or neglect within their professional capacity or employment scope (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).

- Los Angeles County 800-540-4000 or <https://reportChildAbuseLA.org>
- Orange County 714-940-1000 or 800-207-4464 and [Forms | County of Orange Social Services Agency](#)
- San Diego County 858-560-2191 or 800-344-6000

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).

3. **Confidentiality**

Mandated reporters are assured that the reporting process is confidential, and their identity will be protected. Ensuring the safety of the child is the top priority, and the reporting process is designed to support this goal.

Investigation of Suspected Child Abuse or Neglect by Peace Officers - PC 11174.3

A suspected victim of child abuse or neglect may be interviewed during school hours, on school premises, by a representative of a governmental agency investigating the case, or by the State Department of Social Services when deemed necessary. The investigation is based on a report of suspected child abuse or neglect that occurred within the student's home or out-of-home care facility. The student must be given the option of being interviewed in private or selecting a member of the school staff, whether certificated or classified, to be present at the interview.

The selected staff's role is to provide support to the student and to help the student feel as comfortable as possible; it is not to participate in the interview and discuss the case with the student. The principal or the principal's designee should remind the staff member selected of the staff member's role and the requirement to maintain confidentiality prior to the interview. The staff member selected may decline the request to be present at the interview; however, if the staff member agrees to be present, the interview must take place during school hours.

Releasing a Student to a Peace Officer - EC 48906

When a minor student is released to a peace officer for the purpose of removing the student from the school premises, a school official must take immediate steps to notify the parent or responsible relative of the student of such removal and the place to which the student is being taken.

In the case where the student is being taken into custody as a victim of suspected child abuse, the school official must provide the peace officer with the address and contact information of the student's parent. It is the responsibility of the peace officer to contact the parent.

Procedures for Safe Ingress and Egress from School

Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.

1. **Availability of Maps:** Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.
2. **Visitor Protocol:** Visitors and guests are welcome at the school, but reasonable precautions are taken to safeguard students and staff. Visitors should:
 - Report and sign in at the office.
 - Be provided with a visitor's badge.
 - Be prepared to provide identification to school personnel.
 - Respect school rules.
3. **Exterior Door Management:**
 - School personnel should ensure that all exterior doors are marked with a notice instructing visitors to report to the office first. Exterior doors, except those near the office, should remain locked to control access.

4. Staff Training:
 - School staff should receive training on how to greet visitors, with the first question being "May I help you?" Someone should greet every visitor.
5. Response to Intruders:
 - Any intruder found roaming the building without a visitor's badge or visible identification should be escorted to the office. School personnel in the office can then provide additional information or directions.
6. Progressive Response to Non-Compliance:
 - Visitors who fail to comply with school procedures should verbally be informed of the violation. If non-compliance persists:
 - Notify the office of the situation.
 - Follow the person if possible and continue to give notice of the violation of school rules.
 - Notify the police or call 911.
7. Building-Wide Notification Plan:
 - In case of an intruder(s), the office should activate a building-wide notification plan:
 - Make a PA announcement using predetermined code phrases.
 - Instruct classroom doors to be closed.
 - Advise students to remain in their current areas.

Social Climate: School and Physical Environment

At MPS, we firmly believe that safety and education are a shared responsibility among parents, teachers, and students. Our school's successful operation relies on the cooperation of everyone involved. Each group holds a responsibility to contribute, creating an environment where learning, safety, and play can harmoniously coexist. We uphold the principle that every individual, regardless of color, race, gender, popularity, ability, religion, or nationality, has the right to feel safe, secure, and accepted.

Our vision is shared through the student-parent handbook, a tool that communicates our expectations to students and parents alike. MPS is a reflection of all of us, and our policies are crafted to provide a safe and orderly environment conducive to learning. Our dedicated faculty and staff eagerly anticipate sharing their expertise in academics, special programs, and extracurricular activities.

To make MPS a thriving community, we encourage active participation from students and parents. Explore our programs, activities, and schedule, and become an engaged participant in your education through classes, clubs, and various activities. We recognize that a school environment thrives when governed by clearly defined and implemented rules. To this end, MPS has compiled a comprehensive student-parent handbook, addressing the school's regulations and policies to set a standard for the entire school community.

Effective Communication

Open and effective communication is essential for addressing issues or concerns that may arise with teachers, staff members, or administrators. We encourage both students and parents to approach the person directly involved when faced with a situation of concern.

For Students: If a student encounters a challenge at school, we believe in empowering them to communicate and seek resolution. In cases involving classroom situations or issues with teachers, we recommend the following steps:

1. Talk with the Teacher - The student should be encouraged to express their concerns directly to the teacher. Open dialogue between students and teachers is the foundation for understanding and resolving issues.
2. Talk with an Administrator - If the issue persists or if the student is uncomfortable talking directly to the teacher, the student is encouraged to approach an administrator.
3. Parental Involvement - In instances where the student is reluctant to speak with the teacher or administrator, the parent may accompany the student and facilitate the conversation with the teacher.

It is crucial to demonstrate to children how to actively and constructively solve problems. If a concern is significant enough for a child to discuss, it is equally important for them to learn how to be part of the solution. Encouraging problem-solving skills empowers students to take an active role in creating a positive and solution-oriented school environment.

Parent Concern

Addressing concerns in a timely and effective manner is crucial for fostering a positive school environment. Parents are encouraged to follow these steps when dealing with concerns:

1. **Initiate a Conversation with the Teacher.** In the initial stages of any concern, it is recommended to talk directly with the teacher. Teachers can provide insights into classroom situations from both an adult and professional perspective, often resolving misunderstandings through open communication.
2. **Follow up with the Teacher if Necessary.** If the concern persists after an initial conversation, it is advisable to revisit the issue with the teacher. Open dialogue allows for continued communication and a more in-depth understanding of the situation.
3. **Schedule an Appointment with the Administrator.** If resolution is not achieved at the teacher level, parents are encouraged to make an appointment with the relevant administrator. This step ensures that concerns are elevated to the appropriate authority for further consideration.
4. **MPS Home Office Communication.** If concerns persist even after meeting with the Principal, the parent is encouraged to complete the appropriate form available in the MPS Student-Parent Handbook. The form should include details about the complaint and the steps taken to resolve it. Once completed, contact the MPS Home Office to ensure a thorough and documented review of the matter.
5. **MPS Board Communication.** If necessary, the next level of communication involves reaching out to the MPS Board. Parents may initiate this process by revising the form originally submitted. The MPS Board will consider the matter at its next meeting, providing a transparent and structured approach to addressing concerns. In the event that the Board decides not to hear the complaint, the Superintendent's decision will be considered final.

Communication Channels. Teachers, staff, and administration are accessible through email, phone, in-person meetings, and by appointment. However, due to busy schedules, we request parents to schedule meetings in advance rather than dropping in. This ensures that everyone involved can allocate time for a focused and productive discussion.

Respectful and Constructive Communication. MPS emphasizes the importance of maintaining respectful and constructive communication. Parents are kindly requested not to "drop-in" for appointments and should avoid engaging with teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students Responsibilities

I am aware of my responsibilities and will do my best to satisfy my parents'/teachers' expectations at MPS because this will help me do better in the future. I agree to really try and do the following:

- I will come to school dressed in uniform every day and on time.
- I will be prepared for all my classes with all required materials.
- I will complete class work and homework on time.
- I will do all the homework assigned to me the best way I can and ask for help when needed.
- I will strive consistently to give my best, and to make my best academic progress.
- I will act responsibly and respectfully at all times and towards all members of the school community.
- I will follow all school rules.
- I will obey the School's Code of Conduct.
- I will respect my property, that of others, and that of the School.
- I will take good care of my books, and other materials the School allows me to use.

- I will serve my community.

Parent Responsibilities

I understand that my child's studies are very important and my participation in activities at MPS is a critical component of my child's educational success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will take a positive and active role in supporting my student's education.
- I will make certain my student attends school regularly and on time.
- I will notify school when child is absent and provide appropriate documentation.
- I will ensure that my student follows the school attendance policy and dress codes.
- I will ensure that my child come to school rested, clean, well-fed, and appropriately dressed (in student uniform).
- I will notify office immediately if there is a change of home address or phone number.
- I will set aside a specific time and place for my student to do homework.
- I will support my student in completing homework, including, if necessary, limiting time watching television, computer gaming, and recreational internet use.
- I will allow my student to attend remedial and other programs offered if requested by the school as is needed for individual improvement.
- I will set up a college-bound environment at home and support my student through the college admission and scholarship-finding process.
- I will emphasize my child adheres to the MPS Discipline Code at all times.
- I will enforce the School Code of Conduct with my child, including ensuring my child is wearing the uniform and promoting respect for teachers and all adults and students.
- I will follow through with any problem behaviors noted by the School.
- I will attend orientation meetings prior to the start of School.
- I will communicate regularly with my student's teachers to ensure his/her academic success (includes attending at least two conferences in a school year).
- I will review information and work sent home and/or posted online for parents and students via the school website and the online Student Information System and respond as necessary (computer access is available for parents at School if needed).
- I will review progress reports that are sent by the School and respond as necessary.
- I will encourage positive attitudes toward school.
- I will talk with my student about what he/she is learning.
- I will expect and encourage my student to be focused on learning.
- I will expect and support my student to strive consistently to give his/her best, and to make his/her best academic progress.
- I will assure that my child does not destroy materials (textbooks, equipment, etc.) and/or MPS property.
- I will pay for any damages to materials and/or property incurred by student.
- I will assure that students do not bring destructive materials to school (markers, paint, etc.)
- I will assure that all school materials loaned to students will be returned in the condition issued (textbooks, library books, etc.) I will pay for any lost or damaged books in CASH only.
- I understand that a student's bringing or possession of any weapon is grounds for expulsion from the Charter School.
- I will complete and return all necessary school forms and documents on time as requested by school officials.
- I will try to volunteer at School when requested. (Parents/guardians are not required to volunteer for MPS.)

School Responsibilities

- The School will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State Core Curriculum Content Standards in all content areas through an aligned curriculum and rigorous assessment.
- The School will provide a variety of support programs to enhance instruction at all grade levels.

- The School will send frequent reports to parents on their child's progress.
- The School will hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual student's achievement. Conference dates will be listed on the school calendar and additional dates will be sent through notification by the School.
- The School will grant parents reasonable access to staff by appointment through the office.
- The School will provide parents with the ability to observe classroom activities by appointment through the office.

Building Capacity for Engagement

Infinite Campus

MPS leverages the Infinite Campus online web portal to enhance efficient communication among parents, students, and teachers. Each teacher maintains a dedicated grade book for every class, providing a centralized hub for course-related information. Teachers regularly update and share course materials, homework assignments, projects, and course grade statistics, as well as detailed records of students' performance, including grades on quizzes, tests, class participation, and homework assignments. Access to these resources is secured through confidential passwords, ensuring a private and secure environment for students and parents to stay informed and engaged in their academic journey.

ParentSquare

MPS utilizes ParentSquare, a school-to-home engagement platform, to streamline communication between the school and parents. This dynamic platform facilitates automated messages tailored to individual students, delivering key information directly to parents. Utilizing ParentSquare, MPS communicates essential details such as attendance information, news updates, upcoming events, opportunities for parent and family engagement, surveys, resources for parent education, and more. With seamless integration into Infinite Campus, multilingual translation capabilities spanning over 100 languages, and versatile access through the app, email, text, voice, and web portal, ParentSquare ensures inclusive and equitable communication, fostering strong connections between the school and all families.

Parent Advisory Committee (PAC)

In adherence to the Local Control and Accountability Plan (LCAP), the invaluable input of educational partners—including students, families, staff, and community members—is paramount. To fortify the collaborative relationship among these educational partners and review the LCAP along with its various components crucial to student success, schools will host PAC (Partnership Advisory Committee) meetings. PAC meetings will replace School Site Council (SSC) gatherings, streamlining efforts to enhance meeting effectiveness and efficiency.

Scheduled throughout the school year, PAC meetings will actively engage in:

- Planning, Reviewing, and Enhancing LCAP, Title I, and Part A Programs: The committee will play a pivotal role in evaluating and refining the LCAP, Title I, and Part A programs, ensuring alignment with the overarching goals of the LCAP.
- Primary Oversight of Parent and Family Engagement Policy: PAC will serve as the primary committee responsible for reviewing and shaping the parent and family engagement policy. Additionally, if applicable, the committee will extend its purview to other school program plans, fostering a comprehensive approach to school improvement.

Collaboration between school leadership and PAC will be integral to ensuring active parental involvement in the school improvement process. This strategic shift aims to promote effective communication and collective decision-making for the betterment of our educational community.

Parent Task Force (PTF)

Our Parent Association conducts annual elections to fill key positions including President, Vice President, Treasurer, and Secretary. A consistent 10% of our parents actively participate in monthly Parent-Teacher Fellowship (PTF) meetings, creating a dedicated forum for collaborative efforts. PTF meetings serve as a platform where parents take

the lead, steering discussions and garnering support for ongoing fundraising initiatives, cultural events, and engagement opportunities designed for all families.

Led by elected PTF Committee Officers, chosen by families vested in supporting the success of all students at MPS, these meetings foster an environment of shared interest and collective dedication. Throughout these gatherings, parents collaborate, pooling their experiences and skills to strategically work towards common goals that propel student success. This approach ensures a dynamic partnership between parents and the school community, actively contributing to the holistic development and achievement of our students.

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.

Physical Environment

MPS is dedicated to providing a safe, healthy, and nurturing environment characterized by trust, care, and professionalism. To achieve this, we have implemented a comprehensive set of health, safety, and risk management policies that comply with all applicable state and local laws and regulations. The on-site school administration consistently monitors activities to ensure the safety and security of our students. Parents and students are informed through the MPS Student-Parent Handbook about these policies, covering essential aspects of our commitment to safety.

MPS commitment extends to maintaining a drug-free, alcohol-free, and tobacco-free zone within the school premises, accompanied by a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyberbullying through school-wide assemblies and engaging guest speakers. All staff members are designated mandated reporters for cases of child abuse or violence, further reinforcing our commitment to student well-being.

In preparation for emergencies such as natural disasters and fires, we have developed and communicated emergency safety plans. Each classroom is equipped with these plans, and disaster drills are practiced regularly throughout the year. Our collective efforts create a secure and supportive environment that fosters the academic and personal growth of our students.

Multi-Tiered System of Response to Behavior

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

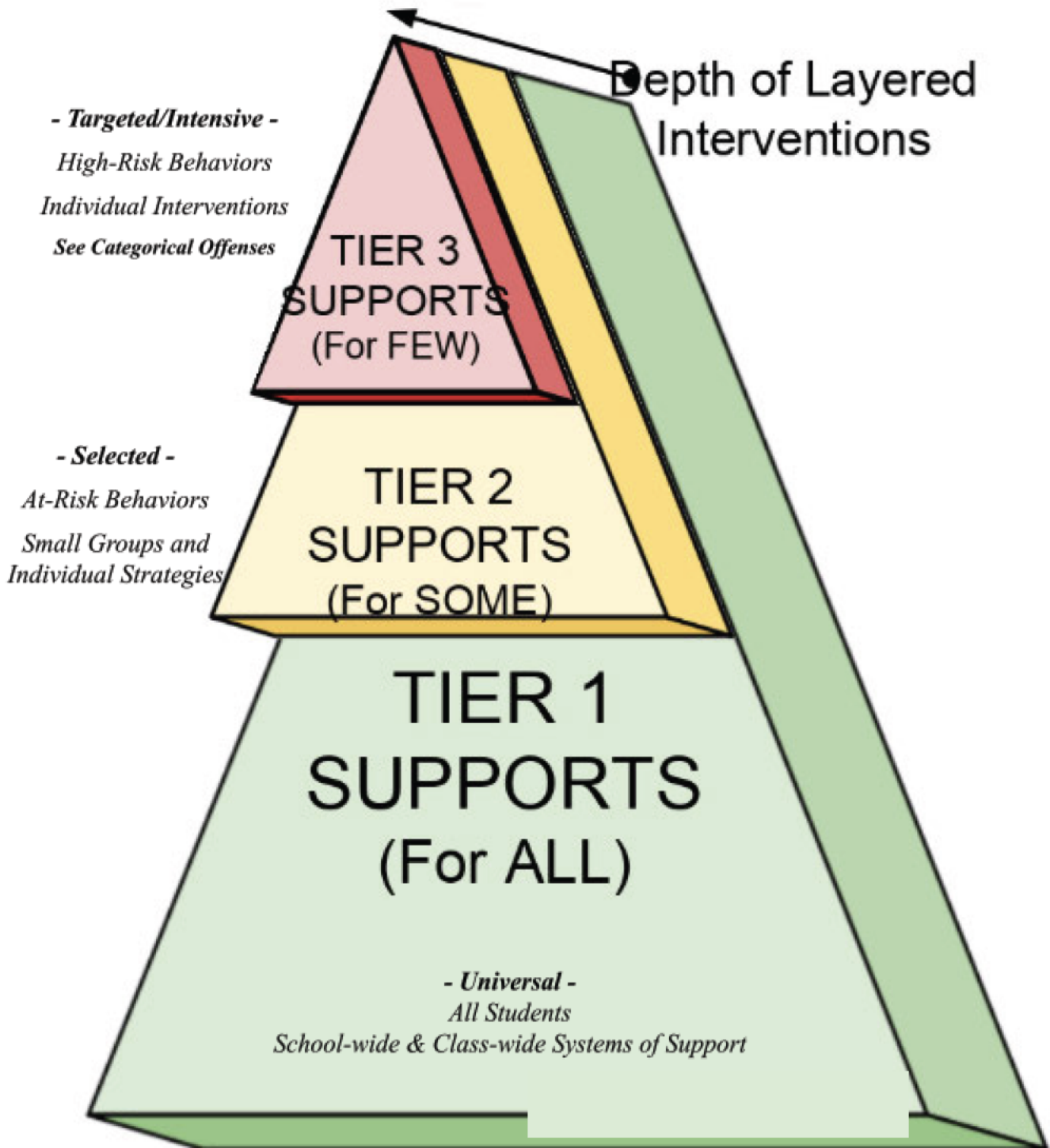
All students at MPS are entitled to the rights guaranteed by the United States Constitution, Bill of Rights, and applicable case law, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each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

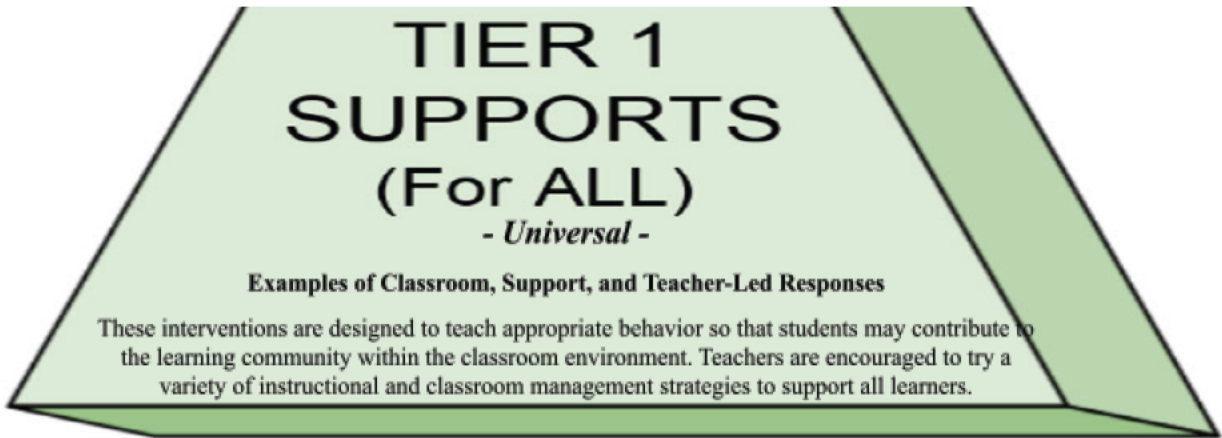
from notification of parents, reflection, to emergency removal from a school activity, suspension, expulsion, and referral to appropriate law enforcement agencies.

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

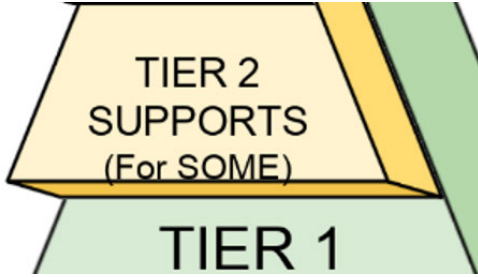
The following charts and tables delineate unacceptable types of behavior in three levels and possible interventions as part of MPS' system of response to behavior.

Multi-Tiered System of Response to Behavior





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

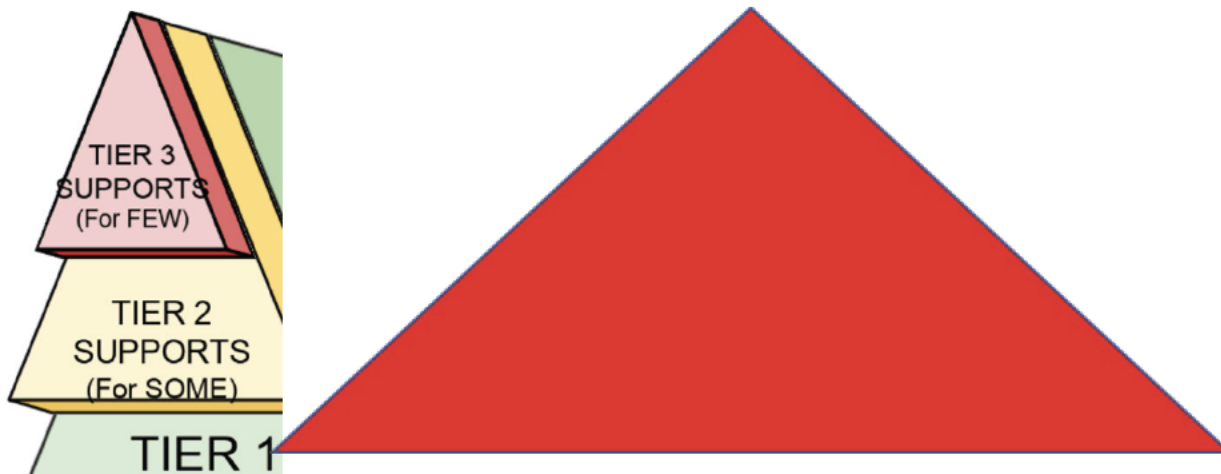


- Selected -

Examples of Support, Removal and Administrative Responses

These responses engage the students' support system to ensure successful learning and to alter conditions that are inappropriate or disruptive.

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



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

Suspension and Expulsion Policy and Procedures

"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

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

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

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

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

including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

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

Positive Behavioral Interventions & Supports (PBIS)

Positive Consequences:

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

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

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

Alternatives to Suspension and/or Expulsion

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

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

Reflection

Reflection will be held on 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.

Grounds for Suspension and Expulsion of Students

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

Enumerated Offenses

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

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is

officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.

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

- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - (d) An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) 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.
- m) 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.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4..

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

The Charter School will use the following definitions:

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

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

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

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

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

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

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

4. Homework Assignments During Suspension

In accordance with Education Code Section 48913.5, upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

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

5. Suspension Appeals

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

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

Authority to Expel

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

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

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

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the

Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

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

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

Special Procedures for Expulsion Hearing Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) calendar days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.
2. MPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness

to the witness stand.

7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary 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 Hearing

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

Presentation of Evidence

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

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

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

Expulsion Decision

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

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

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

Written Notice to Expel

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

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

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

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

Disciplinary Records

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

Expulsion Appeals

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

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within fifteen (15) working days of receipt of a timely written request for an appeal. *(This timeline supersedes the timeline statement in the charter petition if different.)*

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

Interim Placement

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

MPS shall work with the District for an interim placement or other alternative programs. Should MPS determine after the referral that the student will remain at MPS pending the expulsion hearing based on the best interest of

the student, or if MPS secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, MPS will notify the District of such determination.

Rehabilitation Plans

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

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding the readmission or admission of the student during the closed session of a public meeting, reporting any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

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

Involuntary Removal for Truancy

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

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA/District

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

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as

appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

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

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

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

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

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

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

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

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

others, the parent/guardian or Charter School may request a hearing.

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

5. Special Circumstances

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

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

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

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

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

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

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

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

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

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 above: Suspension and Expulsion Procedures for more information.

Procedures for Notifying Teachers

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

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**, 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.*

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

E.C. 48900

- a(1) Cause, attempted to cause, or threatened to cause physical injury to another person
- a(2) Willfully used force or violence upon the person of another, except in self-defense
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object
- (c) Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant of any kind
- (d) Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation
- (e) Committed or attempted to commit robbery or extortion
- (f) Caused or attempted to cause damage to school or private property
- (g) Stolen or attempted to steal school or private property
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed or unlawful offered, arranged, or negotiated to sell drug paraphernalia
- (k) Disrupted school activities or willfully defied the valid authority of school personnel (Grades 9-12 only)
- (l) Knowingly received stolen school or private property
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (r) Engaged in an act of bullying
- (t) Aided and abetted the infliction or attempted infliction of physical injury or serious bodily injury to another person
- .2 Committed sexual harassment (Grades 4-12 only)
- .3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 only)
- .4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grades 4-12 only)
- .7 Made terroristic threats against school officials or school property, or both

E.C. 48915(a)(1)

- A. Causing serious physical injury to another person, except in self-defense
- B. Possession of a knife or other dangerous object.
- C. Unlawful possession of any controlled substance.
- D. Robbery or extortion.
- E. Assault or battery upon a school employee.

E.C. 48915(c)

- 1. Possessing, selling or otherwise furnishing a firearm.
- 2. Brandishing a knife at another person.
- 3. Unlawfully selling a controlled substance.
- 4. Committing or attempting to commit a sexual assault or committing a sexual battery
- 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

Title IX

Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Magnolia Public School ("MPS" or the "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. MPS school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom MPS does business, or any other individual, student, or volunteer. This Policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. MPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Title IX, Harassment, Intimidation, Discrimination, and Bullying Coordinator ("Coordinator")

CEO & Superintendent
 Magnolia Public Schools
 250 E. 1st St. Ste 1500
 Los Angeles, CA 90012
 (213) 628-3634
 ceo@magnoliapublicschools.org

Definitions - 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

Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. § 106.1 *et seq.*) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by MPS.

MPS is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - o Rape, sexual battery, molestation or attempts to commit these assaults.
 - o 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:
 - o Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - o Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - o Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.

- o Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
- o Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student* or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable student to experience a substantial interference with his or her academic performance.
4. Causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by MPS.

* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and transmission originated on or off the 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:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in MPS' education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that MPS investigate the allegation of sexual harassment.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute 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.

Bullying and Cyberbullying Prevention Procedures

MPS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

MPS advises students:

1. To never share passwords, personal data, or private photos online.
2. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
3. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
4. To consider how it would feel receiving such comments before making comments about others online.

MPS informs Charter School employees, students, and parents/guardians of MPS' policies regarding the use of technology in and out of the classroom. MPS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

MPS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. MPS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at MPS and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

MPS' bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

MPS informs MPS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. Professional Development

MPS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other MPS employees who have regular interaction with students.

MPS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by MPS, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

MPS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for MPS students.

Grievance Procedures

1. Scope of Grievance Procedures

MPS will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the MPS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, MPS will utilize the following grievance procedures in addition to its UCP when applicable.

2. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for

assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634
ceo@magnoliapublicschools.org

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. MPS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

MPS acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

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, and any individual designated as a coordinator, investigator or decision-maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

3. Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to MPS' education program or

activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or MPS' educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. MPS will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of MPS to provide the supportive measures.

4. Investigation and Response

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of MPS, the Coordinator (or administrative designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, to provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations
 - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
 - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
 - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
 - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence;
 - A statement that MPS prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.
- Emergency Removal
 - MPS may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with MPS' policies.
 - MPS may remove a respondent from MPS' education program or activity on an emergency basis, in accordance with MPS' policies, provided that MPS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

- This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.
- Informal Resolution
 - If a formal complaint of sexual harassment is filed, MPS may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If MPS offers such a process, it will do the following:
 - Provide the parties with advance written notice of:
 - The allegations;
 - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
 - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
 - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
 - Obtain the parties' advance voluntary, written consent to the informal resolution process.
 - MPS will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- Investigation Process
 - The decision-maker will not be the same person(s) as the Coordinator or the investigator. MPS shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
 - In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
 - The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
 - The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
 - A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
 - Prior to completion of the investigative report, MPS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
 - The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
- Dismissal of a Formal Complaint of Sexual Harassment
 - If the investigation reveals that the alleged harassment did not occur in MPS' educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed.

However, such a dismissal does not preclude action under another applicable MPS policy.

- MPS may dismiss a formal complaint of sexual harassment if:
 - The complainant provides a written withdrawal of the complaint to the Coordinator;
 - The respondent is no longer employed or enrolled at MPS; or
 - The specific circumstances prevent MPS from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
- If a formal complaint of sexual harassment or any of the claims therein are dismissed, MPS will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- **Determination of Responsibility**
 - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
 - MPS will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
 - The allegations in the formal complaint of sexual harassment;
 - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - The findings of facts supporting the determination;
 - The conclusions about the application of MPS' code of conduct to the facts;
 - The decision and rationale for each allegation;
 - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
 - The procedures and permissible bases for appeals.

5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from MPS or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by MPS in response to a formal complaint of sexual harassment.

6. Right of Appeal

Should the reporting individual find MPS' resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of MPS' decision or resolution, submit a written appeal to the President of the MPS Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and MPS will implement appeal procedures equally for both parties.
- MPS will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

7. Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location. MPS will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

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 MPS Human Services for MPS 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.

MAGNOLIA PUBLIC SCHOOLS

Title IX, Harassment, Intimidation, Discrimination, and Bullying Complaint Form

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

City: _____ Zip Code: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

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

Signature of Complainant

Print Name

Date

To be completed by MPS:

Received by

Date

Follow up Meeting with Complainant held on

Uniform Complaint Policy and Procedures

Uniform Complaint Procedures (UCP) Policies and Procedures

Magnolia Public Schools (“MPS” or “Charter School”) complies with applicable federal and state laws and regulations. MPS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing (“UCP”) for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any MPS program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
 - Accommodations for Pregnant and Parenting Pupils
 - Adult Education
 - After School Education and Safety
 - Career Technical Education
 - Career Technical and Technical Training
 - Child Care and Development
 - Compensatory Education
 - Consolidated Application
 - Course Periods without Educational Content
 - Education of Pupils in Foster Care, Pupils who Are Homeless, Migratory Pupils, former Juvenile Court Pupils now Enrolled in a public school and Children of Military Families
 - Every Student Succeeds Act
 - Local Control & Accountability Plans (LCAP)/LCFF
 - Migrant Education
 - Physical Education Instructional Minutes
 - Pupil Fees
 - Reasonable Accommodations to a Lactating Pupil
 - Regional Occupational Centers and Programs
 - School Plans for School Achievement
 - School Safety Plans
 - School Site Council
3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. “Educational activity” means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

- b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
 - i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
 - ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
- c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.
- d. If MPS finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, MPS shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by MPS to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.
- e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or MPS and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If MPS adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153. MPS acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. MPS cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, MPS will attempt to do so as appropriate. MPS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or

proceedings, as determined by the CEO, MPS campus Principal, or designee on a case-by-case basis. MPS shall ensure that complainants are protected from retaliation.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure MPS' compliance with law:

CEO and Superintendent
Magnolia Public Schools
250 E. 1st St STE 1500
Los Angeles, CA 90012
(213) 628-3634

Upon receipt of a complaint, the CEO will appropriately assign to the Principal of the MPS campus attended by the complainant. That Principal and/or designee shall investigate the complaint, with oversight by the CEO.

The CEO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CEO or designee.

Should a complaint be filed against the CEO, the compliance officer for that case shall be the President of the MPS Board of Directors.

Notifications

The CEO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy will be made available on MPS' website.

MPS shall annually provide written notification of MPS' UCP to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in MPS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that MPS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that MPS is operating pursuant to Title 22 licensing requirements.
3. A statement that MPS is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal MPS' decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of MPS' decision, except if MPS has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals MPS' decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended

by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

9. A statement that if MPS finds merit in a UCP complaint, or the CDE finds merit in an appeal, MPS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.
11. A statement that copies of MPS' UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that MPS has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CEO, Principal, or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CEO, Principal, or designee shall be made in writing. The period for filing may be extended by the CEO, Principal, or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The CEO, Principal, or designee shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the MPS Board of Directors approved the LCAP or the annual update was adopted by MPS.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, MPS staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process. Before initiating the mediation of an unlawful discrimination, harassment,

intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint. The use of mediation shall not extend MPS' timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

MPS' refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision

MPS shall issue an investigation report (the "Decision") based on the evidence. MPS' Decision shall be in writing and sent to the complainant within sixty (60) calendar days of MPS' receipt unless the timeframe is extended with the written agreement of the complainant. MPS' Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion provides a clear determination for each allegation as to whether MPS is in compliance with the relevant law.
3. Corrective actions, if MPS finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal MPS' Decision within thirty (30) calendar days to the CDE, except when MPS has used its UCP to address complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of MPS' expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with MPS and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. MPS failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, MPS's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in MPS' Decision are not supported by substantial evidence.
4. The legal conclusion in MPS' Decision is inconsistent with the law.
5. In a case in which MPS' Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Principal or designee, under oversight by the CEO, shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of MPS' complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to MPS for resolution as a new complaint. If the CDE notifies MPS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, MPS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court. The CDE may directly intervene in the complaint without waiting for action by MPS when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, MPS has not taken action within sixty (60) calendar days of the date the complaint was filed with MPS.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of MPS' complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if MPS has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

MAGNOLIA PUBLIC SCHOOLS
General Complaint Procedures Form

Last Name: _____ First Name/MI: _____

(if applicable) Student Name: _____ Grade: _____ Date of Birth: _____

Street _____ Address/Apt. _____ #:

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.
I have attached supporting documents. Yes No

Signature

Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

General Complaint Procedures

The ultimate purpose of this general complaint procedure is to encourage the growth and development of MPS as a healthy community. Conflict is often a part of any development or growth process and may arise in any community. An effective process for resolving conflict is therefore both consistent with the vision and mission of MPS, and an essential component of the communication model that our School has adopted.

MPS recognizes that effective communication is paramount in effective conflict resolution and therefore strongly encourages communication strategies that include: Taking personal responsibility for one's own feelings and needs; communication that mutually acknowledges the needs and concerns of one another; and demonstrating honesty and integrity in every interaction.

LEVEL 1: Direct Resolution

If reasonably possible, general complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the person directly using conflict resolution skills without the intervention of a supervisor or other School administrator. It is the hope of MPS that most disputes can be resolved informally by direct and healthy communication between individuals. Such attempts at informal resolution should be documented in writing to assist the Principal (or CEO & Superintendent) and/or Board of Directors to participate effectively in the conflict's resolution.

Examples:

- Pedagogical issues pertaining to anything that occurs in the classroom, i.e., teaching, curriculum, classroom management, or teacher-student relationships, should be addressed directly with the class teacher. Teachers can be contacted by email, written note or via appointment.
- Complaints/concerns about employees or supervisors that do not involve complaints of discrimination or harassment or violations of law should be first addressed with the employee or supervisor directly. If the person(s) involved are unable to resolve the conflict or complaint, the complainant should contact the immediate/appropriate supervisor in an effort to resolve the issue.

LEVEL 2: School Level Resolution

At this step, the complainant should be prepared to give details about the complaint and steps taken to resolve it. The immediate/appropriate supervisor will acknowledge receipt of the complaint in **three (3)** working days, investigate the complaint, a process which normally involves a discussion with the complainant, gathering of relevant facts and evidence, and respond to the complainant within **ten (10)** working days.

Examples:

- Pedagogical, academic or teacher related issues should be addressed with the Dean of Academics/Assistant Principal.
- Student behavior and discipline issues should be addressed with the Dean of Students/Assistant Principal.
- All other issues should be addressed with the Principal.

If the complainant is not satisfied with the response from the immediate/appropriate supervisor, e.g., Dean of Academics/Students or Assistant Principal or the complaint should be directly addressed with the Principal, the complainant should contact the Principal, who will respond within the same timeline. If the complainant is still dissatisfied, and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the CEO & Superintendent of MPS in an effort to resolve the issue.

LEVEL 3: MPS Home Office ("Home Office") Level Resolution

At this step, the complainant should fill out the attached "**General Complaint Procedures Form**" giving details about the complaint and steps taken to resolve it, and contact the CEO & Superintendent of MPS at:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

The CEO & Superintendent (designee) will acknowledge receipt of the written complaint in **five (5)** working days, attempt to identify a resolution that is acceptable to both parties, within **fifteen (15)** working days of the receipt of the written complaint.

If the complainant is not satisfied with the response from the CEO & Superintendent (designee), and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the MPS Board of Directors (“the Board.”)

LEVEL 4: Board Level Resolution*

At this step, the complainant can file a written complaint with the Board through the Administrative Assistant at the MPS Home Office. *(Same contact information as in Level 3)* The complainant should update the “General Complaint Procedures Form” that was used in Level 3. The Administrative Assistant will acknowledge receipt of the written complaint in **five (5)** working days. The Board may consider the matter at its next regular Board meeting or at a special board meeting convened in order to meet the internal 60-day target within which MPS strives to answer the complaint. The Board may decide not to hear the complaint, in which case the CEO & Superintendent’s decision will be final. If the Board hears the complaint, the Administrative Assistant will send the Board’s decision to the complainant within **sixty (60)** days of the School’s initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. The decision of the Board shall be final.

* For MSA-San Diego, MSA-San Diego Governance Committee will work with the Principal and the Home Office in following the General Complaint Procedures to resolve internal complaints and conflicts before they escalate to the MPS Board level.

The complainant has a right to appeal the Board’s decision to the California Department of Education (CDE). In that case, the complainant needs to fill out a “**Uniform Complaint Procedure Form**” - provided in this handbook – and file it within **fifteen (15)** days of receiving the decision. The appeal must include a copy of the complaint filed with the School and a copy of the Board’s decision. The appeal should be sent to:

California Department of Education
1430 N Street
Sacramento, CA 95814

MAGNOLIA PUBLIC SCHOOLS
General Complaint Procedures Form

Last Name: _____ First Name/MI: _____

(if applicable) Student Name: _____ Grade: _____ Date of Birth: _____

Street _____ Address/Apt. _____ #:

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. Yes No

Signature

Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

Professional Boundaries: Staff/Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with

students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee 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.

Examples of Specific Behaviors - Unacceptable Staff/Student Behavior (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.
- 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.

Unacceptable Staff/Student Behavior 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 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.

Dress Code/Uniforms

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

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

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

A Free MPS Uniform Set

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

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

Religious Head Coverings

Religious head coverings shall be permitted.

Free Dress & Theme Dress Days Code

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

- On free dress days, clothing must be in good taste and appropriate for school. Clothing should not be inappropriately tight, revealing, or transparent.
- The school's dress code is strictly enforced during free dress days as well. All students must follow the same guidelines with the exception of not wearing their uniform.

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

MPS Student Uniform Policy

B O T T O M	<ul style="list-style-type: none"> ● Pants, shorts, skirts, skorts, or capris are acceptable. ● Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue. <p><u>Belts</u> <i>(required for all variations of dress uniform)</i></p> <ul style="list-style-type: none"> ● Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal). ● The buckle may only have one catch. ● Belt must be of correct waist size, so that there is minimal excess length (less than five inches). ● Any excess length of belt must be tucked through a belt loop and may not hang down. 	<p><u>Pants/Skirts/Skorts/Shorts</u></p> <ul style="list-style-type: none"> ● May not be baggy or inappropriately tight. May not be rolled at waist. Top of garment must be at or above hip bone. ● Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides. ● Skirts that are above the top of the kneecap should be worn with leggings/tights and must be no shorter than the longest fingertip. ● Pants may not be made from legging or jegging material. ● Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle. Socks may not be worn over pants. ● Rubber bands are not allowed on the bottom of pants or ankles. ● No jean/denim style pants ● No Cargo pants/shorts. ● Must have a built-in pocket not a sewn-on pocket.
T O P	<ul style="list-style-type: none"> ● White, gray, black or navy-blue polo or woven shirts must have the school logo. They may be either short or long sleeved. ● Hoods may not be worn at school. ● Top of garment must be at or above hipbone when student is standing up. 	<p><u>Undergarments</u></p> <p>All undergarments, including bras, boxer shorts, etc., should not be visible</p> <p><u>Other Guidelines</u></p> <ul style="list-style-type: none"> ● Woven shirt or polo shirt must be tucked in neatly at the waist at all times. These shirts may not be inappropriately tight or baggy. ● Undershirts must be short-sleeved if worn. ● The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned. ● Under shirt may not hang out of sleeves.

F O O T W E A R	<ul style="list-style-type: none"> For all footwear including “athletic” footwear, the majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.) Plain, unadorned socks must always be worn, tights are also acceptable. Color of the socks or tights: Solid black, dark brown, navy blue or white. No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels. 	<p>Shoes</p> <ul style="list-style-type: none"> Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoelaces must match shoes and be in solid color. <p>Jewelry and Accessories/Cosmetics</p> <ul style="list-style-type: none"> 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 undue attention. Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school. Cosmetics must be appropriate for school and not attract undue attention. <ul style="list-style-type: none"> No brightly colored or glitter eye shadow, or blush. Mascara and eyeliner should be minimal. Lipstick should be a natural color. Earrings must be studs or one (1) inch hoops and worn on earlobe.
P E U N I F O R M	<ul style="list-style-type: none"> Top: Students will wear a solid gray t-shirt, preferably with the MPS logo. Solid white, gray, black, or navy blue sweatshirts with or without the MPS logo may also be worn during PE. Bottom: Properly fitting navy shorts. Waist size of shorts must be appropriate to student’s waist size (i.e. not inappropriately tight or baggy). Shorts should be no shorter than your longest finger when standing with your hands by your sides Footwear: Any athletic shoes suitable for basketball, tennis, and field sports. The majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.) 	
O U T E R W E A R	<ul style="list-style-type: none"> Hats, hoods, caps, and other headgear may not be worn in school buildings, except for purposes of religious observance. No gloves or finger lacing of any sort are allowed. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue. <p>For colder weather</p> <ul style="list-style-type: none"> Crew-neck and zip v-neck sweatshirt and jackets are permitted, with or without the MPS logo. Sweatshirts and jackets must be solid white, gray, black, or navy-blue. 	

Notes

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

RESPONSE

Disaster Response Procedures

The purpose of these procedures is designed to offer clear guidance and instructions for safety and emergency preparedness, aimed at safeguarding the well-being of both students and staff during critical situations. The subsequent sections outline specific procedures tailored to various emergency scenarios.

1. Ensuring the safety and welfare of students and staff.
2. Facilitating a secure and coordinated response to diverse emergency situations.
3. Safeguarding the school's facilities and property.
4. Efficiently restoring normal conditions with minimal confusion in the shortest time possible.
5. Establishing a seamless 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 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 Response Team and coordinate response as needed, particularly in the area of mental health support. In the event of the following scenarios, the principal or designee will communicate with stakeholders using the school's mass communication system.

Fire

In the event of a fire at our school, the following procedures will be promptly implemented:

- **Discovery of Fire:** Upon discovering a fire, teachers or staff members will immediately guide all occupants out of the building, activate the fire alarm, and promptly report the incident to the school administrator.
- **Incident Command and Evacuation:** The principal or designee will assume the role of the Incident Commander and initiate the Evacuate Building action. Staff and students will follow prescribed or safe routes to evacuate buildings, assembling at designated Assembly Areas.
- **Emergency Services Notification:** The school principal or designee will contact 911, providing precise details about the fire's location (e.g., building, room, area).
- **Evacuation Accountability:** During an evacuation, teachers will carry student rosters and any necessary emergency supplies, taking attendance at the Assembly Area to ensure accountability for all students. Special attention will be given to students with cognitive disabilities to ensure their understanding of directions. Teachers will promptly inform the Assembly Area Team of any missing students.
- **Security Measures:** The administrative team will secure the affected area to prevent unauthorized entry and maintain clear access roads for emergency vehicles.
- **Utilities and Post-Incident Actions:** The administrative team will notify the relevant utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- **Parent Communication:** The principal or designee will communicate with and update parents promptly via ParentSquare, ensuring transparent and timely information dissemination.

These procedures are designed to prioritize the safety and well-being of all occupants. Regular training and drills will reinforce these protocols, promoting a swift and coordinated response during an actual emergency.

Lockdown

This protocol is enacted in response to identified or directed threats of violence or gunfire by law enforcement, aiming to prevent perpetrators from entering any occupied campus areas. The purpose of a lockdown is to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the school's security.

Lockdown Procedures:

- **Initiating Lockdown:** Lockdown is declared when the threat of violence or gunfire is identified. All personnel must adhere to this protocol to ensure the safety of everyone on campus.
- **Secure Classrooms or Designated Safe Locations:** During Lockdown, students are required to remain in locked classrooms or designated safe locations. It is imperative to keep classroom doors locked at all times.
- **Immediate Actions for Classes:** Upon receiving the lockdown announcement:
 - Classes will remain in their rooms.
 - Redirect any students in hallways or outdoors into the nearest locked classroom.
 - Physical education classes will relocate to secure areas such as the gym, auditorium, or multi-purpose room.
- **Safety Measures within Classrooms:** Once in the secured location:
 - Move students to the most protected areas in the room and lock the door.
 - Instruct students to face away from windows, keeping their backs toward windows.
 - Close and lock all doors and windows.
 - If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
- **Lights and Power:** Turn off lights, power equipment, appliances, and ensure cell phones are on silent mode. Maintain silence in the room to avoid detection.
- **Attendance and Student Accountability:** Take and report attendance as feasible. Teachers must account for any students with cognitive disabilities who may require additional assistance or may not have fully understood the directions.
- **Remain in Secured Locations:** All personnel must remain in the secured room until further instructions are received from official sources.

This Lockdown Procedure is designed to prioritize the safety of all individuals on campus. Regular drills and ongoing training will familiarize staff and students with these protocols, ensuring a swift and coordinated response during an actual emergency.

Medical Emergency

Medical emergencies or accidents may occur unexpectedly, involving students or employees. Depending on the severity, some incidents may only require first aid, while others demand immediate medical attention. In any uncertainty, prioritize caution and promptly dial 911.

- **Emergency Reporting:** In the event of a medical emergency involving a student or employee, immediately report the incident to the School Principal or designated personnel. Dial 911 or instruct someone to do so. When reporting, provide the following essential information:
 - School name and phone number.
 - Building address, along with the nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
 - Nature of the emergency.
 Stay on the line until advised to disconnect by the dispatcher.
- **School Notification:** Notify the school office about the injured individual and the initiation of an ambulance call. Request the dispatch of a first aid/CPR-trained employee to assist the victim.
- **Assistance and Victim Care:** Maintain composure during the emergency. Keep the victim warm with a coat or blanket.

- Avoid moving the victim unless there is a risk of further injury. Refrain from offering any food or drink to the victim.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Administration of Naloxone (Narcan)

Provide emergency Naloxone (Narcan) or another opioid antagonist to trained school personnel, with designated volunteers receiving initial and annual refresher training for the storage and emergency use of these medications. Responding to medical emergencies, particularly opioid overdoses, and the safe administration of Naloxone within the school environment. This plan aims to ensure the well-being of students and staff and to provide timely and effective intervention in the event of an opioid-related emergency.

Identification of Potential Overdose Cases:

- Training is provided to school staff, including teachers, administrators, and support staff, on recognizing the signs of opioid overdose, such as respiratory distress, unconsciousness, or pinpoint pupils.

Naloxone Training:

- The school designates key personnel, such as school nurses and selected staff members, to undergo specialized training in the administration of Naloxone.
- Training includes recognizing signs of overdose, proper administration techniques, and post-administration procedures.

Emergency Response Protocol, in the event of a suspected opioid overdose

- Maintain accessible and strategically located Naloxone kits within the school, particularly in areas where medical emergencies are more likely to occur.
- Trained personnel authorized to administer Naloxone during emergencies, and trained to follow the outlined step-by-step process for administering Naloxone, emphasizing proper dosage, injection techniques, and post-administration monitoring.
- After administration of Naloxone, staff shall immediately call emergency services (911) to report the incident and request urgent medical assistance
- Establish a post-administration monitoring procedure to ensure the individual's vital signs are stable. If necessary, continue to provide supportive care until emergency medical services arrive.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Administration Procedure

This Medical Emergency Protocol is designed to ensure swift and organized responses in times of need. Regular training and drills will familiarize staff with these procedures, promoting a safe and supportive environment within our school community.

Earthquakes

Earthquakes can occur without warning, often followed by aftershocks that may persist for weeks or months. The impact on buildings varies, making it crucial to remain calm and act promptly during and after the shaking.

- Stay Calm and Assess: Keep calm during the shaking and remain in your current location. Assess the situation before taking action. Remember, injuries often result from flying or falling debris.
- Drop, Cover, and Hold On: Upon the first indication of an earthquake, teachers should instruct students to Drop, Cover, and Hold On.
- Move to Safety: Move away from windows and overhead hazards to avoid glass and falling objects.
- Students with Disabilities: Students with disabilities preventing them from seeking protection under furniture should:

- Move away from unsecured items in the room.
- Go to a structural corner away from cabinets, shelves, and windows.
- Lock wheelchair wheels and protect their head and neck with their hands.

After the Earthquake

- Incident Commander Activation: When the shaking stops, the principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation Procedures: Staff and students will evacuate using prescribed or safe routes to the Assembly Area.
- Attendance and Student Accountability: Teachers will bring their student roster and emergency supplies, taking attendance at the Assembly Area. Special attention will be given to students with cognitive disabilities.
- Missing Students Notification: Teachers will notify the Assembly Area Team of missing students or any student left behind.
- Security Measures: The administrative team will secure the area to prevent unauthorized entry and ensure clear access roads for emergency vehicles.
- Utilities and All Clear: Notify the appropriate utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will notify and update parents promptly via ParentSquare.

This Earthquake Response Protocol is designed for the safety and well-being of all individuals on campus. Regular drills and training will reinforce these procedures, fostering a resilient and prepared school community.

Assaults

Assaults, involving acts of striking or inflicting injury on a person, are considered serious matters, demanding immediate attention and appropriate action. Any threat or assault on students or employees requires prompt reporting to the School Principal or designated personnel. The decision to involve law enforcement officials will be determined by the School Principal or designee.

General Reporting Steps:

- Immediate Reporting: Report any threat or assault on students or employees promptly to the School Principal or designee.
- Law Enforcement Notification: The School Principal or designee will assess the severity and decide whether law enforcement officials should be notified.

In Case of Serious Assault:

- Emergency Services: Dial 911 immediately.
- Seek Medical Attention: Seek first aid or medical attention for any injuries sustained during the assault, if indicated.
- Document Injuries: Have photographs taken of any injuries as part of the documentation process.
- Assailant Description: Write down a detailed physical description of the assailant as soon as possible after the incident, including sex, age, height, weight, race, clothing, and any weapon used.
- Witness Information: Obtain names and telephone numbers of any witnesses present during the assault.
- Incident Report: Draft an incident report detailing the circumstances of the assault.
- Submission to School Principal: Submit the incident report to the School Principal or designee for review.
- Law Enforcement Involvement: The School Principal or designee will submit an incident report to local law enforcement if the assault is deemed serious.

This Assault Incident Protocol is designed to ensure a swift and comprehensive response to any assault situation. Regular training and awareness programs will support the school community in understanding and implementing these procedures effectively.

Biochemical/Hazardous Materials

A biological or chemical release involves the discharge of substances in solid, liquid, or gaseous states, with potential incidents ranging from chemical spills in school laboratories to hazardous material incidents adjacent to the school. Early detection and swift response are essential to ensure the safety of students and staff.

Indicators of Release:

- Multiple victims with symptoms such as watery eyes, twitching, choking, loss of coordination, trouble breathing.
- Presence of distressed animals or dead birds.

Response Procedures:

- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation and Isolation: Staff and students will use designated routes to the Assembly Area, upwind of the affected area. Those exposed to contaminants should be isolated from the rest of the school population.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details and the nature of the emergency.
- Area Isolation and Access Restriction: The administrative team, under the Incident Commander's instructions, will isolate and restrict access to potentially contaminated areas.
- Ventilation and Air Handling Measures: The Security/Utilities Team will turn off local fans, close windows and doors, and shut down the building's air handling system.
- Parent Communication: The principal or designee will promptly notify and update parents via ParentSquare.
- Decontamination and Triage: Individuals in direct contact with hazardous substances should wash affected areas with soap and water. Outer clothing layers, potentially contaminated, should be removed and contained. The Triage Team will evaluate and monitor exposed individuals.
- Assembly Area Team Responsibilities: Prepare a list of all people in the affected or contaminated area, specifying those with actual contact. Provide the list to the Incident Commander and emergency responders.
- Crisis Team Activation: The Crisis Response Team will convene on-site, initiating counseling and recovery processes.
- Area Reopening: Affected areas will not reopen until clearance is provided by the appropriate agency, such as Los Angeles County HazMat, and the Incident Commander authorizes it.
- All Clear Activation: Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

These protocols ensure a comprehensive and coordinated response to biochemical/hazardous material incidents, prioritizing the safety and well-being of the school community. Regular drills and training will enhance preparedness and awareness.

Disorderly Conduct

Disorderly conduct, whether exhibited by a student, staff member, or visitor, can pose a threat to the safety and well-being of the school community. The following protocols are established to ensure a measured and effective response:

- Immediate Action: Upon witnessing disorderly conduct, staff should take immediate steps to calm and control the situation, prioritizing the safety of all individuals involved. If safe to do so, attempts should be made to isolate the perpetrator from other students and staff.
- Witness Statements: Witnesses are encouraged to provide written statements detailing the incident for follow-up by the school administrator and/or law enforcement agency.

- Notification to Principal: Staff witnessing disorderly conduct should promptly notify the principal or designee.
- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating appropriate emergency functions such as Lockdown, Evacuate Building, or Off-site Relocation.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details (e.g., building, room, area) of the incident.
- Immediate Threat Response: If an immediate threat is not evident, the Incident Commander or designated staff may attempt to defuse the situation. Approach the individual in a calm, nonconfrontational manner and request they leave the campus, avoiding hostile situations.
- Family Notification (if applicable): In the case of a student involved, every effort should be made to notify the family, as they may provide valuable insights on handling the situation.
- Parent Communication: The Incident Commander will promptly notify and update parents via ParentSquare, as necessary.
- Threat Assessment/Management Team Activation: The Incident Commander and team will assess whether activating the threat assessment/management team (Crisis Response Team) is warranted.
- All Clear Activation: Once the incident concludes, and the campus is determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are designed to address disorderly conduct swiftly and efficiently, prioritizing the safety of the school community and providing necessary support and communication channels. Regular training and drills will enhance preparedness and response capabilities.

Vandalism

In the event of school vandalism, the following procedures are to be adhered to for a comprehensive and effective response:

- Notification of School Authority: Promptly notify the school principal or designee of the vandalism incident.
- Building and Grounds Personnel Notification: Notify building and grounds maintenance personnel to assess and address the immediate physical impact.
- Assessment of Severity: The School Principal, or designee, will assess the seriousness of the situation, gauging the level of assistance required, which may involve engaging local law enforcement.
- Identification of Perpetrators: If possible, attempt to identify the individuals involved in the act of vandalism.
- Witness Interviews and Statements: Conduct interviews with witnesses and obtain written statements detailing the incident.
- Documentation Process: Document the incident promptly, preparing an incident report that includes any witness statements. Submit this report to the School Principal or designee.
- Parent/Guardian Notification: Notify parents or legal guardians of the affected students about the vandalism incident.
- Disciplinary Measures: Determine appropriate disciplinary measures in response to the act of vandalism.
- Restitution Assessment: Evaluate any monetary restitution issues arising from the vandalism and determine the applicable amounts.

These procedures are established to ensure a systematic response to vandalism incidents, address immediate concerns, identify responsible parties, and implement appropriate disciplinary and restitution measures. Regular communication with parents and legal guardians is crucial for maintaining transparency and fostering a sense of responsibility within the school community.

Loss or Failure of Utilities

In the event of a utility failure, encompassing the loss of water, power, or other essential utilities on school grounds, the following comprehensive procedures are to be followed:

- **Immediate Action for Broken Utility Lines:** In the case of a broken water or electrical line, make an immediate effort to shut off water or power to the affected area. Simultaneously, notify the school administrator without delay.
- **Incident Commander Designation:** Upon receiving notification of a utility loss, the principal or designee assumes the role of Incident Commander. The Incident Commander will initiate appropriate emergency functions, including potential actions like Shelter in Place or Evacuate Building.
- **Communication with MPS General Counsel & Facilities Department:** The Incident Commander, during business hours, will promptly notify the MPS General Counsel & Facilities Department, specifying the location and nature of the emergency. The preferred vendor list may be engaged based on the Incident Commander's discretion.
- **Utility Company Coordination:** MPS General Counsel & Facilities Department personnel, collaborating with the Incident Commander, will contact the affected utility company. This communication aims to ascertain the necessity of their assistance, recommended actions, and the anticipated duration of the service interruption.
- **Evacuation Procedures:** If the Evacuate Building action is warranted, teachers will evacuate with student rosters and essential classroom emergency supplies. Attendance will be taken in a safe location. Special consideration will be given to students with cognitive disabilities.
- **Parent Notification via ParentSquare:** The Incident Commander will inform and update parents promptly through ParentSquare.
- **Utilization of Emergency Supplies:** School emergency supplies will be deployed as needed to compensate for the utility loss.
- **All Clear Action:** Once the incident is concluded, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- **Specific Concern Protocols:** In addition to the outlined procedures, the Incident Commander will implement specific protocols tailored to the nature of the utility concern (e.g., loss of water supply, power outage).

These procedures are established to ensure a swift, organized, and effective response to utility failures, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Bomb Threat/Suspicious Package

In response to the discovery of a suspicious package on campus grounds or the receipt of a threatening phone call indicating a potential explosion risk, the following procedures are implemented:

Response to Threatening Phone Calls:

- **Immediate Action:** The call taker aims to keep the caller on the line while alerting someone else to call 911. Simultaneously, the staff member calling 911 provides essential information to the operator:
 - Nature of threat on the phone line
 - School name
 - Phone number of the line receiving the threat
 - Name and contact information of the staff member
- **Informing the Principal:** The person answering the threat call informs the principal immediately and gathers and records information about the call, addressing bomb threat questions such as location, timing, appearance, motive, and contact details.
- **Voice Analysis and Background Evaluation:** Questions are complemented by evaluating the caller's voice and background noise for characteristics such as gender, age, accent, speech clarity, and background environment.
- **Incident Commander Designation:** The principal or designee assumes the role of the Incident Commander, advising the school. Law enforcement may instruct the school to wait for officers to arrive and conduct an

investigation. The Incident Commander, in consultation with law enforcement, determines appropriate emergency functions, such as Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.

Discovery of Suspicious Packages or Objects:

- Cell Phone and Radio Precautions: If unusual or suspicious packages, boxes, or foreign objects are discovered, all cell phones and hand-held radios are turned off to prevent potential triggering by radio frequencies.
- Object Discovery Protocol: Report the discovery to the Incident Commander while securing the immediate area without touching or disturbing the object. No attempt should be made to investigate or examine a suspicious object.
- Parent Notification via ParentSquare: The Incident Commander notifies and updates parents through ParentSquare.

Evacuation Procedures:

- Incident Commander's Decision: The Incident Commander, consulting with law enforcement, may alter emergency functions based on the situation. In case of a confirmed threat or bomb discovery, the Evacuate Building action is issued.
- Safe Evacuation: Staff and students evacuate using safe routes to the Assembly Area.
- Attendance and Missing Students: Teachers bring student rosters, take attendance at the Assembly Area, and account for students. Special consideration is given to students with cognitive disabilities. Teachers notify the Assembly Area Team of missing students.

Post-Incident Actions:

- Crisis Response Team: The Crisis Response Team convenes on-site for counseling and recovery.
- Inspection and All Clear: School activities do not resume until proper authorities inspect affected buildings and declare them safe. The Incident Commander initiates the All Clear action after the incident concludes.
- Off-Site Relocation: The Incident Commander may initiate an off-site relocation if conditions warrant.
- Incident Report: Following the incident, the Incident Commander completes a comprehensive bomb threat report for analysis and reflection.

These procedures are established to ensure a swift, organized, and effective response to bomb threats and suspicious packages, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Explosions/Risk of Explosions

In the unfortunate event of an explosion or the risk of explosion at the school, the following procedures should be followed:

- Initiate Drop, Cover, and Hold On: In the event of an explosion, all individuals should immediately initiate the Drop, Cover, and Hold On protocol.
- Incident Commander and Emergency Services: The principal or designee becomes the Incident Commander and promptly calls 911 to provide precise details of the emergency, including the location (e.g., building, room, area) and the nature of the incident.
- Consultation and Emergency Functions: The Incident Commander will consult with available law enforcement and, considering the potential for another imminent explosion, determine appropriate emergency functions. Actions may include Shelter in Place, Evacuate Building, or Relocation. Evacuation may be required in some buildings on campus, with others serving as shelters.
- Evacuation Procedures: In the event of an evacuation, staff and students will use prescribed routes or other safe routes to proceed to the Assembly Area.
- Attendance and Notifications: During evacuation, teachers will bring the student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are responsible for accounting for students with cognitive disabilities who may not have understood the directions, and they will notify the Assembly Area Team of missing students. The Incident Commander will promptly notify and update parents via ParentSquare.

- **Medical Assistance:** The Triage Team will promptly check for injuries and provide appropriate medical assistance.
- **Utilities and Building Security:** The Incident Commander will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities. The administrative team will secure the building entrance to prevent unauthorized persons from entering the school buildings.
- **Search and Rescue Activities:** If it is determined safe to enter affected areas, the Incident Commander will direct the administrative team to initiate search and rescue activities.
- **Reopening and Clearance:** Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or the appropriate agency provides clearance, and the Incident Commander authorizes such action.
- **Relocation Procedures:** The Incident Commander may initiate a Relocation if conditions warrant such a decision.
- **All Clear and Conclusion:** Once the incident has concluded, and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are established to ensure a swift, organized, and effective response to explosions or the risk of explosions at school, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Fighting or Riots

When dealing with a fight or the potential escalation to a riot, school staff should adhere to the following guidelines:

Fighting:

- **Communication and Assistance:** Utilize radio units or cell phones for communication. If not feasible, send a reliable student to the office to seek assistance. Speak loudly, demanding an immediate cessation of the behavior.
- **Collaboration and Intervention:** Seek assistance from other teachers to address the situation. If students begin to gather, work swiftly to disperse them.
- **Identification and Intervention:** Call out the names of involved students, if known, and inform them of their identification. For serious fights, especially those involving weapons, seek additional help from law enforcement personnel.
- **Separation and De-escalation:** Attempt to separate involved students using an assertive tone. Consider age, size, and personal safety before intervening physically. If successful in separating students, avoid further confrontational behavior. Allow students time to talk in a calm setting to gradually change the climate of the situation.

Riots:

- **Prevention and Sensitivity:** Encourage teachers and staff to be sensitive to the emotional climate and defuse tensions before problems escalate.
- **Law Enforcement and Assessment:** Notify local law enforcement of the disturbance and convene at a pre-designated site to evaluate the situation.
- **Emergency Response Plans:** Have a law enforcement officer assess and call for necessary resources, such as backup and emergency medical assistance.
- **Activate emergency plans, including:**
 - Instruct office staff to handle communications and initiate lockdown orders.
 - Notify transportation for appropriate buses for evacuation.
 - Assign staff to a temporary detention facility and log information.
 - Direct a teacher or designee to initiate lockdown and immobilize the campus.
- **Collaboration and Communication:** Collaborate with the MPS Outreach & Communications Department to brief a representative for media interactions.
- **Medical Treatment and Triage:** Assign staff to a pre-designated medical treatment/triage facility.

Remember, these protocols are established to ensure a swift, organized, and effective response, prioritizing the safety and well-being of students and staff during such incidents.

Crisis Response

A school crisis is an unexpected critical incident that poses a safety threat or disrupts the school day, impacting teaching, learning, and overall well-being. Common reactions include shock, confusion, and fear. While each crisis may affect individuals differently, it can have a broad and immediate impact on students and adults. Examples include accidents, violent incidents, deaths, natural disasters, or acts of terrorism.

Multi-Tiered Crisis Response Team Model:

Tier I: School Site Crisis Response Team:

- Initiates crisis response, assesses needed services, and provides direct interventions.
- Determines the need for additional assistance from the Home Office.
- May be activated during emergencies or as a stand-alone team.

Tier II: Academic Department (Director of Special Education and Services; Director of Student Services):

- Contacted by the school site for support beyond the team's scope.
- Provides consultation, direct intervention, assistance with communications, and guidance for recovery/SEL support.

Tier III: MPS Home Office Crisis Response Team:

- Engaged based on collaboration between the Academic Department and the school site.
- Offers consultation, direct intervention, communication support, and recovery guidance.

Crisis Response Procedures:

- **Activation and Assessment:** The principal or designee, as the Incident Commander, activates the School Site Crisis Response Team. The team, in collaboration with the Incident Commander, assesses the impact and triages students, staff, and parents/guardians.
- **Direct Intervention Services:** The Crisis Response Team delivers crisis intervention services, including psychological first aid.
- **Restoration of School Functions:** Advises and assists the Incident Commander in restoring regular school functions efficiently and quickly.
- **Limiting Exposure and Ongoing Assessment:** Takes measures to limit exposure to scenes of trauma, injury, and death. Provides ongoing assessment of needs and follow-up services as required.

These protocols are designed to ensure a comprehensive, organized, and effective response to crises, prioritizing the well-being of students, staff, and the school community.

Active Shooter/Gunfire

In the event of a threat of violence on campus or the sound of gunfire, lockdown procedures should be immediately implemented. An Active Shooter on Campus is defined as an individual or individuals on school grounds armed with a firearm, having caused injury or death with the firearm and demonstrating continued threat.

Procedures for Staff:

- Upon the first indication of an active shooter, staff must promptly notify the principal or designee, who assumes the role of Incident Commander.
- The Incident Commander initiates a lockdown, the recommended emergency response.
- A call to 911 is made, providing precise details of the incident. A designated person should remain on the line with the police if safe.
- Establish communication with classrooms through school phones, email, cell phones, or radios to keep everyone informed.
- Notify MPS Home Office through the HOST channel and request assistance.

- Collaborate with the MPS Outreach & Communications Department to inform and update parents via ParentSquare.

Principal/Designee and Crisis Response Team Responsibilities:

- Secure perimeter gates and ensure all individuals are safely behind locked doors.
- Initiate the process of accounting for all students and staff.
- Calm and control students through regular announcements. If safe, maintain separation between students and the perpetrator.
- If imminent danger is identified with an active shooter on campus, Rapid Relocation may be initiated, ensuring students are not placed in the gunman's path.

Rapid Relocation Procedures:

- Encourage quick evacuation through any safe exit. If leaving campus, the preferred off-site relocation point is chosen if the route is safe.
- Inform local law enforcement of the decision to leave campus and the chosen destination. Keep them updated on students and staff not reaching the relocation point.
- Calm students, establish a perimeter for safety, and re-establish Incident Command teams with available staff.
- The Triage Team collaborates with first responders for medical attention to the injured.
- The Incident Commander prepares a verified list of the wounded and their transport locations, coordinating with the School Site Crisis Response Team for parent notifications.
- All media inquiries are directed to the MPS Home Office Outreach & Communications Department.
- Once the incident concludes and the campus is declared safe, the Incident Commander initiates the All Clear action.
- A debrief session with staff and school police officers is conducted by the Incident Commander.

These crisis response protocols are established with the paramount goal of ensuring the safety, well-being, and efficient recovery of students, staff, and the school community in the face of unforeseen critical incidents. The collaboration between school personnel, law enforcement, and relevant agencies is crucial to swiftly and effectively address emergencies, minimize disruptions, and support the emotional and physical recovery of those affected. By adhering to these comprehensive procedures, we aim to create a secure and resilient environment conducive to the continued growth and success of our educational community.

Use of Facilities

In the event of disasters or emergencies, the school is committed to supporting the mandated emergency procedures established by law enforcement, government, or public safety agencies. This ensures that students and both certificated and classified staff follow necessary protocols, enabling the school to serve as a mass care and welfare shelter.

Evacuation

In the event that community conditions or internal school circumstances necessitate a site evacuation, the following steps should be undertaken:

- The principal or designee assumes the role of Incident Commander and will communicate evacuation instructions via the PA system. If the PA system is unavailable, alternative communication methods, such as messengers, will be employed. The principal will convey a calm demeanor, offer reassuring comments, affirm that the situation is under control, and provide clear directions.
 - Example Statement: "Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll books 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."
- The Incident Commander will activate the fire alarm system as a signal to initiate the evacuation process.

- Designated emergency team members/staff will secure medications, related documents, and other essential medical supplies/equipment, such as First Aid Kit, CPR, AED (**All staff members have been trained to use the AED machine**), Epi-Pen, and Sharps container.
- Teachers will instruct students to evacuate the building using designated routes and assemble in their assigned Assembly Area.
- Teachers will bring student rosters and any classroom emergency supplies, take attendance once the class is assembled in a safe location, and account for students with cognitive disabilities who may not have fully understood the directions. Missing students will be listed on the Missing Persons Report.
- Once assembled, teachers and students will remain in place until further instructions are provided.
- The Incident Commander will make necessary notifications to the Home Office and parents.
- Upon the conclusion of the incident and confirmation of campus safety, the Incident Commander will initiate the All Clear action.

Procedures for Responding to Students Who Self-Injury

Self-injury, characterized by the deliberate act of harming one's own body, is often an unhealthy coping mechanism for emotional pain, intense anger, or frustration. While this behavior may lack suicidal intent, it can escalate the risk of suicide due to underlying emotional issues. Consequently, students exhibiting self-injurious behaviors should be assessed for suicide risk.

Signs and Symptoms of Self-Injury:

- Frequent or unexplained bruises, scars, cuts, or burns.
- Consistent, inappropriate use of clothing to conceal wounds.
- Possession of sharp objects such as razor blades, shards of glass, or thumbtacks.
- Evidence of self-injury in journals, drawings, social networking sites, etc.

Risk Factors of Self-Injury:

- Age, with a higher prevalence among teenagers and young adults.
- Influence of friends engaging in self-injury.
- Psychosocial factors, including neglect, abuse, or traumatic events.
- Mental health issues, such as depression, anxiety disorders, post-traumatic stress disorder, and eating disorders.
- Alcohol or drug abuse.

Protocol for Responding to Self-Injury:

- Respond immediately or as soon as practically possible.
- Supervise the student at all times.
- Seek medical attention as needed.
- Conduct an administrative search for access to means such as razor blades, shards of glass, other sharp instruments, or medications.
- Assess for suicide risk using appropriate protocols.
- Communicate with and involve the parent/guardian to address the self-injurious behavior promptly.

Awareness for Parents/Caregivers:

- Encourage appropriate coping and problem-solving skills.
- Listen calmly and empathetically, avoiding shaming reactions.
- Develop a safety plan with the student.
- Notify identified adults in the safety plan and provide information on the adult gatekeepers.

Self-Injury and Contagion:

- Respond immediately to identified students.
- Assess each student for suicide risk individually.
- Supervise students separately if identified as engaging in self-injurious behaviors.

- Consider making a mental health referral for students exhibiting self-injurious behaviors.

Response to Self-Injury and Contagion within the School Community:

- Address self-injury with students individually.
- Avoid discussing self-injurious behaviors in group settings.
- Conduct informational parent meetings, inviting all parents/guardians for psycho-education, awareness, and tools for addressing self-injurious behaviors.
- Supervise students and children during parent/guardian meetings.
- Consult with the Outreach & Communications Department for dissemination of information regarding parent/guardian meetings or other media matters.

These procedures are established to ensure a compassionate and effective response, prioritizing the well-being of students and fostering a safe and supportive school environment.

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 the 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.

Emergency Drills

The school shall conduct emergency drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or 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 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

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 or designee.

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 were taken by the school.
- Announce new changes made after the incident has passed.

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. Schoolwide communication will be sent via ParentSquare.

Safety Supply/Equipment

The School Principal and/or designee, alongside the School Safety Management 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, such as classrooms.

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for directing team activities and keeping everyone informed of the overall status. Furthermore, responsible for assessing the adequacy of available water, food, sanitation, and other supplies and organizing the distribution of resources for immediate use. Specific duties may include

- Reporting equipment and supply needs
- Estimate the number of persons requiring food/shelter/care
- Work Incident Commander to determine the length of time care will be needed
- Inventory supplies on hand
- Distributing emergency water and food supplies
- 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 the School Safety Management Team include:

- 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

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
- Antibacterial 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.

Plant Inspections

The School Principal, or designee, with the assistance of local support personnel where necessary, will inspect and ensure that the school is clean, and secured, all paths of egress are open and well lit is essential to the safety and well-being of all students and staff members of Magnolia Public Schools.

Essential Checklist: Plant Inspections

- A walk-through will be performed at least twice annually by the principal and/or designee to ascertain any unsafe conditions that are hazardous to the staff or student's 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 Committee will review the walk-through. A timeline for the completion of necessary corrections will be reviewed and assessed monthly.
- The School Principal and/or designee 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.
 - 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.

RECOVERY

Schools as Pillars of Support in Emergencies

Schools play a pivotal role in aiding members of the learning community in both preparing for and recovering from emergencies or disasters. Whether stemming from natural events like earthquakes, fires, and loss, or man-made events such as tragic incidents, student overdoses, or acts of terror, a school's approach to post-emergency support is most effective when it addresses diverse levels of need among students. The provision of varying degrees of support, including opportunities for smaller group meetings, becomes critical for those requiring more in-depth assistance, thereby complementing the general support offered to all students.

In the aftermath, the responsibility for implementing recovery strategies typically falls on the shoulders of school psychologists, counselors, social workers, and potential community mental health partners, all of whom may serve as members of the Crisis Response Team. Encouragingly, all adults involved are urged to contribute by modeling calm, caring, and thoughtful behavior.

Supporting Someone After a Crisis

When supporting someone after a crisis, it is important to be present and supportive. Use verbal, nonverbal, and paraverbal communication to convey your care and concern. Ask open-ended questions to identify how they are feeling and listen with empathy. Do not rush them to talk about the incident.

If you are feeling overwhelmed, take some time to gain your composure. Ask for a staff member to step in if you need to leave the room. Coordinate with other staff to address the immediate needs of the staff involved.

It is important to remember that you cannot provide effective support until you have reached physical and emotional calm.

Guiding Therapeutic Rapport through Time

1. Supporting in the Present - Helps rebuild relationships and build bridges of communication. The trust and relationship that you establish at this point are crucial to the de-escalation of a future crisis.
2. Understanding the Past - Allows the person to reflect on their actions and consider the impact on others. This helps to uncover what happened and identify any patterns and Precipitating Factors, which can help in planning for the future.
3. Planning for the Future - Results in learning and development of approaches by collaborating and problem-solving. Planning creates a sense of responsibility and ownership for the individual. It also helps staff prevent crisis behaviors and improve their approaches.

Therapeutic Rapport Considerations

When engaging with individuals in therapeutic settings, it is crucial to take into account several factors that significantly influence the dynamics of the counseling relationship:

- Age: An individual's age plays a pivotal role in shaping their ability to comprehend and actively participate in therapy. Consider the developmental stage, as younger children might struggle to express emotions or grasp complex concepts, while older adults bring different life experiences and concerns.
- Cognitive Functioning: Cognitive abilities vary among individuals, affecting their capacity to process information and follow instructions. Modify therapeutic approaches to accommodate diverse cognitive functioning levels and ensure effective communication.
- Culture: Cultural background deeply influences expectations about counseling and communication styles. Cultivate respect for individuals' cultural values and beliefs, recognizing the potential impact of cultural differences on the therapeutic relationship.
- Gender Identity: An individual's gender identity significantly shapes their experiences and interpersonal connections. Create an affirming and safe space that respects and acknowledges clients' gender identities, fostering an environment conducive to exploring gender expression.

- **Previous Life Experiences:** Past life experiences profoundly mold an individual's thoughts, emotions, and behaviors. Be attuned to the potential impact of these experiences on the therapeutic relationship, recognizing their role in shaping an individual's progress.

In acknowledging and adapting to these diverse factors, support staff can enhance the effectiveness of therapeutic interventions, fostering a more inclusive and supportive environment for all individuals seeking assistance.

Strategies for the Crisis Response Team: Supporting Students and Staff After a Crisis

1. **Immediate Debriefing:** Conduct immediate debriefing sessions to allow team members to share their experiences, feelings, and observations.
2. **Provide Safe Spaces:** Establish designated safe spaces within the school where students and staff can seek solace and support.
3. **Structured Group Sessions:** Organize structured group sessions led by mental health professionals to address collective concerns and promote a sense of community.
4. **Resource Distribution:** Distribute informational resources and support materials to students and staff, outlining available counseling services and coping mechanisms.
5. **Collaborative Outreach:** Collaborate with external mental health organizations to provide additional resources and expertise.
6. **Peer Support Networks:** Facilitate the creation of peer support networks among students and staff to encourage mutual assistance.
7. **Long-Term Counseling Services:** Ensure access to long-term counseling services for both students and staff members, recognizing that recovery is an ongoing process.

Strengthening Staff Responses and Fostering Resilience

To enhance staff responses to incidents, it is crucial to conduct an objective assessment of the current response. Take time to reflect on the incident and engage in open dialogue with fellow staff members who were involved. This collaborative process can uncover valuable insights and identify areas for improvement.

Managing a crisis is a challenging experience that can have a profound impact on everyone involved, including staff members. Recognizing the potential trauma of these situations is the first step toward building resilience. Taking care of oneself during this time is essential for both physical and emotional well-being.

Building Resilience:

- **Reflect on the Experience: Acknowledge thoughts, feelings, and physical reactions to the incident.** Reflecting on the experience helps in processing emotions and developing effective coping mechanisms.
- **Practice Self-Care:** Prioritize self-care activities to maintain overall well-being. Ensure individuals get enough sleep, maintain a healthy diet, engage in regular exercise, and spend quality time with loved ones. Self-care provides the strength needed to cope with the challenges of crisis management.
- **Seek Professional Support:** If coping is challenging following the aftermath of a crisis, seeking professional support from a therapist or counselor can be immensely beneficial. A professional can assist in understanding emotions and developing healthy coping mechanisms tailored to your needs.

By fostering open dialogue, engaging in self-reflection, and prioritizing self-care, staff members can collectively navigate the aftermath of crises. Recognizing the trauma and proactively seeking support contribute to building resilience and fostering a supportive community within the school environment.

Recovery information is adopted from: Crisis Prevention Institute (2023). Nonviolent crisis intervention training. 3rd Edition.

Glossary

MPS = Magnolia Public Schools

CMO = Charter Management Organization

PBIS = Positive Behavioral Interventions & Supports

SEL = Social-Emotional Learning

ISS = In School Suspension

ODR = Office Discipline Referral

ADA = Average Daily Attendance

LCAP = Local Control and Accountability Plan

PAC = Parent Advisory Committee

PTF = Parent Task Force

UCP = Uniform Complaint Procedures

CDE = California Department of Education

IDEA = Individuals with Disabilities Education Act

IEP = Individualized Education Program

504 = Section 504 of the Rehabilitation Act of 1973

SSPT = Student Services and Programs Team

HOST = Home Office Support Team

Comprehensive School Safety Plan (CSSP): A detailed school emergency preparedness plan that covers prevention, response, and recovery procedures.

Incident Commander: The person responsible for directing emergency operations during a crisis.

Assembly Area: A designated safe location where students and staff gather during building evacuations to facilitate attendance taking.

Lockdown: An emergency protocol that secures school buildings and grounds during situations involving threats of violence.

ParentSquare: A school-to-home engagement platform used by the school to communicate essential information to parents/guardians.

Emergency Supplies: Resources like first aid kits, flashlights, batteries, blankets, and food/water that are critical for dealing with crises.

All Clear: An announcement made by the Incident Commander indicating that a crisis or emergency has ended and normal school operations can resume.

Crisis Response Team: A multidisciplinary school team trained in crisis preparedness, intervention, and recovery strategies to support the school community during and after critical incidents.

Recovery: The process of assisting students, staff, families and the greater school community in healing and overcoming trauma in the aftermath of a crisis/emergency.

Schoolwide Supporting Documents

Magnolia Science Academy San Diego



6525 Estrella Avenue,
San Diego, CA 92120
619-644-1300

Gokhan Serce, Principal
gserce@magnoliapublicschools.org



Los Angeles Unified School District

INTEGRATED SAFE SCHOOL PLAN

2023-2024

DANIEL WEBSTER MIDDLE SCHOOL

11330 W GRAHAM PL

LOS ANGELES, CA 90064

(310) 235-4600

Generated On: 9/15/2023

TABLE OF CONTENTS

- 1. Introductory Material1**
 - 1.1 Signature Page 1
 - 1.2 Record of Changes 2
 - 1.3 Overview..... 3
 - 1.4 Goals 4
 - 1.5 Plan Organization and Concept of Operations 5
- 2. Plan Development6**
 - 2.1 School Safety Planning Committee 6
 - 2.2 Mitigation and Preparation 8
 - 2.3 Safe School Planning Committee Checklist..... 8
 - 2.4 Plant Inspections 10
 - 2.5 Hazards in the Community – Vulnerability Assessment 11
 - 2.6 Preparation and Mitigation for Students with Disabilities 12
 - 2.7 Public Disaster Shelters 16
 - 2.8 Assessments 16
 - 2.8.1 Health and Nutrition 17
 - 2.8.2 Positive Safe School Environment 20
 - 2.8.2.1 Reporting and Notifications 20
 - 2.8.2.2 Campus Security 22
 - 2.8.2.3 Violence Prevention and Interpersonal Relations 28
 - 2.8.2.4 Behavior Support and Formal Discipline..... 38
 - 2.8.2.5 Facilities-Related 44
 - 2.8.2.6 School Arrival/Departure Plans 48
 - 2.8.3 Attendance/Engagement and Dropout Prevention..... 49
 - 2.8.4 Parent and Community Engagement..... 54
- 3. Incident Command System56**
 - 3.1 Incident Command 56
 - 3.2 Command Team..... 59
 - 3.2.1 Incident Commander 59
 - 3.2.2 Public Information Officer 59
 - 3.2.3 Safety Coordinator..... 60

3.3 Triage Team	60
3.4 School Site Crisis Team	62
3.5 Search and Rescue Team	64
3.6 Access and Functional Needs Position.....	66
3.7 Security/Utilities Team	66
3.8 Fire Suppression/Hazmat Team.....	68
3.9 Assembly Area Team	69
3.10 Request and Reunion Gate Teams.....	70
3.11 Supply/Equipment Team	73
3.12 Hygiene Team	74
3.13 Transportation Support Position	75
3.14 Documentation/Communications Position	76
3.15 Staff Accounting Position.....	77
3.16 Cost Accounting Position	78
3.17 Emergency Supplies and Equipment	78
3.18 School ICS Incident Command Team Chart	80
3.19 School Site Crisis Team Chart.....	81
3.20 School Site Suicide/Threat Assessment Team Chart	82
3.21 School Emergency Contacts Chart	84
3.22 School ICS and Emergency Teams	87
4. Training and Exercises.....	91
4.1 Training and Exercise Expectations	91
4.1.2 <i>Every School Safe</i> : Training Certification Table.....	92
4.2 District Documents Concerning Emergencies.....	93
4.3 Emergency Drills	93
4.3.1 Fire Drill	94
4.3.2 Earthquake Drill	95
4.3.3 Lockdown Drill	96
4.3.4 Shelter In Place Drill.....	97
4.3.5 Radio Communications Test	98
5. Authorities and References.....	99
5.1 Legal Requirements	99
5.2 Other Related Laws.....	99

5.3 LAUSD Related Policy.....100

6. Functional Annexes.....101

6.1 Accounting for all Persons101

6.2 All Clear.....102

6.3 Crisis Response102

6.4 Drop, Cover, and Hold On.....108

6.5 Evacuate Building108

6.6 Lockdown.....109

6.7 Notifications110

6.8 Rapid Relocation (option ONLY for Active Shooter on Campus incidents).....110

6.9 Relocation (Off-Site Evacuation).....112

6.10 Shelter in Place113

6.11 Student Reunification115

7. Threat and Hazard-Specific Annexes116

7.1 Active Shooter/Gunfire.....116

7.1.1 Active Shooter Procedures116

7.1.2 Rapid Relocation Procedures.....117

7.2 Aircraft/Vehicle Crash.....119

7.3 Animal Disturbance120

7.4 Biochemical/Hazardous Materials.....120

7.4.1 Substance Released Inside a Room or Building Procedures121

7.4.2 Substance Released Outdoors and Localized Procedures121

7.4.3 Substance Released in Surrounding Community Procedures.....122

7.5 Bus Disaster123

7.5.1 Bus Earthquake Procedures.....123

7.5.2 Bus Flood/Flash Flood Procedures123

7.5.3 Serious Bus Crash or Bus Fire Procedures124

7.6 Demonstration/Walkout124

7.7 Disorderly Conduct126

7.8 Earthquake.....126

7.8.1 Earthquake during School Hours Procedures127

7.8.2 Earthquake during Non-School Hours Procedures128

7.9 Explosion/Risk of Explosion128

7.9.1 Explosion on School Property Procedures128

7.9.2 Risk of Explosion on School Property Procedures130

7.9.3 Explosion or Risk of Explosion in Surrounding Area Procedures130

7.9.4 Nuclear Blast or Explosion Involving Radioactive Materials Procedures131

7.9.5 Explosive Device Threat and Suspicious Package132

7.9.6 Explosive Device Threat by Telephone Procedures132

7.9.7 Suspicious Package Procedures134

7.10 Fire135

7.10.1 Fire on School Grounds Procedures135

7.10.2 Fire in Surrounding Area Procedures.....136

7.11 Food/Beverage/Water Contamination137

7.12 Public Health Emergency138

7.13 Suicide Risk and Self-Injurious Behavior144

7.14 Threat to Self/Others.....151

7.15 Tsunami158

7.16 Utility Failure159

7.16.1 General Loss or Failure of Utilities Procedures.....159

7.16.2 Loss of Water Supply Procedures159

7.16.3 Loss of Power Procedures.....161

7.16.4 Loss of Communications Procedures.....162

7.17 Weather.....166

7.17.1 General Inclement Weather Procedures166

7.17.2 Rain Procedures.....167

7.17.3 Funnel Clouds/Tornado Procedures168

7.17.4 Heat Procedures169

7.17.5 National Weather Service Hazardous Weather Alert Definitions and Procedures.....169

8. Appendices171

 Contacts.....171

 Hospitals (Nearest Pediatric Emergency Room [Up to Age 20]).....173

 School Emergency Contacts Chart.....174

 LAUSD Disaster Supply Inventory177

 Maps183

 ICS Definitions for Schools186

Forms187
Assessments199

1. Introductory Material

1. Introductory Material

1.1 Signature Page

Los Angeles Unified School District Integrated Safe School Plan

School: DANIEL WEBSTER MIDDLE SCHOOL

Date Generated: 9/15/2023

The Integrated Safe School Plan (ISSP) was developed and approved using a Districtwide template and a collaborative process respectful of representation/input from all stakeholder groups. All required committee members listed below (with an *) must sign the signature page.

Title:	Name:	Signature:	Date Signed:
REQUIRED COMMITTEE MEMBERS:			
Principals/Designee*:	BELL-MCALISTER, TASHA	_____	_____
UTLA Representative*:	BARRETT, WILLIAM	_____	_____
Classified Representative*:	SANCHEZ, JAVIER	_____	_____
Student (Secondary)			
Representative:	CRUZ CRUZ, ARIANA	_____	_____
Parent (of an attending student)			
Representative*:	COOK, CORRIANE	_____	_____
Law Enforcement			
Los Angeles School Police:	KIM, GLEN	_____	_____
Or			
LAPD/LA County Sheriff/			
Local Jurisdiction Agency*:	LAPD PACIFIC DIVISION	_____	_____
Charter School Principal/Designee:	AVSAR, MUSA	_____	_____
Charter School Principal/Designee:	BAKER, ERIN	_____	_____

1. Introductory Material

1.2 Record of Changes

Change Number	Date of Change	Name	Summary of Change
---------------	----------------	------	-------------------

1. Introductory Material

1.3 Overview

National preparedness efforts, including planning, are 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.

1. Introductory Material

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 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: The PBIS/RP team will meet monthly starting in September 2023

People and Programs Goal #2: 64% or more of students will attend school at least 96% of the time or better during the 22-23 year.

12% of students or less will be "chronically" absent during the 23 - 24 school year, we will attempt to decrease this percentage.

1. Introductory Material

Threat / Hazard: Earthquake

Threat / Hazard Goal: We will conduct earthquake drills on a regular basis as required by District policy.

Emergency Function: Drop Cover and Hold On

Emergency Goal: Students and staff will safely follow procedures for behavior during the Drop/Cover/old - Earthquake with 100% accuracy.

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 a critical resource to support schools with reaching such adequacy. In order to provide robust emergency and other safety protocols for schools, the District's Office of Emergency Management facilitates an annual, comprehensive review process of all ISSP components, including the online platform contents, in collaboration with over 20 District offices. Staff from these offices review and update the content of the plan which is also informed by Ed Code and District policy. As needed, new sections of the plan are introduced to ensure greater relevance and comprehensiveness. After all recommended updates are implemented and new programming components are tested, the revised template is provided through the online platform to schools. Each school then updates and creates their specific plan before the October 1 submission deadline every year.

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 present 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. 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 updated annually by the District with input from subject matter experts. 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 E.C. § 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 committee should notify, in writing, the following persons and entities, if available, of the public meeting: local officials; representative of the local school employee organization; representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs; representative of each teacher organization at the school site; representative of the student body government; and all persons who have indicated they want to be notified. **Note that the District will fulfill the requirement on behalf of all schools of notifying the local mayor.**

The uploaded document should include a dated meeting agenda and supporting documents and communications (CA E.C. § 32288). The District shares the school's ISSP with local first responder agencies as per CA E.C. § 32281 and the school should make every effort to engage local first responders in preparedness and other activities that enhance emergency response.

District employees must be aware of and comply with District, state, and federal safety policies.

Required Team Members

Title	Name
Principal/Designee	BELL-MCALISTER, TASHA
UTLA Chapter Chair	BARRETT, WILLIAM
Classified Representative	SANCHEZ, JAVIER
Student (secondary) Representative	CRUZ CRUZ, ARIANA
Parent (of an attending student) Representative	COOK, CORRIANE
Los Angeles School Police -OR-	KIM, GLEN

2. Plan Development

LAPD/LA County Sheriff/Local Jurisdictional Agency	LAPD PACIFIC DIVISION
School Safety Planning Committee Chair	AVSAR, MUSA
Charter School Principal/Designee	LOPEZ, OSCAR
Charter School Principal/Designee	BAKER, ERIN

Suggested Team Members

Title	Name
Teacher	BARRETT, WILLIAM
Dean	COX, CHRISTOPHER
Cafeteria Manager	TOMA, NADEN
Plant Manager	FORD, TIMOTHY
School Psychologist	LARA, CHRISTIAN
Counselor	KORICH, MICHAEL
Title IX Designee	
Physical Education Teacher	MAURICIO, MICHAEL
Nurse	THOMPSON BRICE, BRENDA
Health Education Teacher	LEVIN, MICHELE
PSW	CALAVAN LUZANO, LAUREN
Parent Center Director	RODRIGUEZ, YOLANDA
PSA	ESCALANTE, JENNIFER
Coach	KLAPPROTH, DANIELLE
Other	ANKERS, ANNE
Other	DORSEY, DIONNE
Other	LOPEZ, OSCAR
Other	HURTADO, JAZMIN

2. Plan Development

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 staff to ascertain who has the training, skills, interest, and aptitude for each assignment in the Integrated Safe School Plan. Access <http://achieve.lausd.net/issp> and check the “Resources” section for the [School Emergency Team Skills Survey](#). This section also includes sample memos and letters you can use.
- Assign staff to emergency roles in the Integrated Safe School Plan (ISSP) 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 E.C. § 32282).
- Prior to adoption, the revised ISSP is reviewed and discussed by the School Safety Planning Committee and the administrative staff.
- A current copy of the ISSP (redacting sensitive information such as all school maps) is available for public review in the Main Office (E. C. § 32282). Additional copies are in the emergency bin and School Emergency Response Box (SERB). (See [Subsection 3.17 Emergency Supplies and Equipment for some details regarding the SERB.](#))
- Staff members are made aware of how to access the Integrated Safe School Plan online (<http://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 at the school and uploaded into the online ISSP, and includes the meeting announcement, meeting agenda, and sign-in sheet.
- The ISSP 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 [E. C. § 35294.2(e)].
- Check all emergency supplies in the emergency bin, Health Office, classrooms and School Emergency Response Box. Check for expired or obsolete supplies. Order replacement supplies from the warehouse. Note that each year you will need to certify through the online Administrator Certification process (as described in the current version of MEMO 6128) that the school’s emergency bin is stocked in adequate amounts, organized, in good

2. Plan Development

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 Office of Emergency Management web site: [Essential Functions for Continuity of Service at School](#).
- Check all school radios and contact the ITD Radio Unit at (323) 224-2411 with any functionality issues. Visit <https://achieve.lausd.net/radiounit> for additional radio information.
- Have faculty identify their neighboring classroom “buddy” to mutually 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, supplementing the Emergency Contacts appendix and the Additional Contacts data in Step 4 of the online ISSP.
- Schedule all emergency drills on the school’s master calendar, checking the drill chart at <http://achieve.lausd.net/drills>.
- Ensure that the school’s emergency response box contains current and accurate information.
- Review the school’s emergency response procedures with 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 copies of the ISSP and all contact lists for them.
- 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 Office of Emergency Management website. Take STEPS class 406, “Conducting a Vulnerability Assessment,” to learn more.

2. Plan Development

2.4 Plant Inspections

Plant inspections are critical to ensuring that all schools are clean, secured, all paths of egress are open and well-lit and are essential to the safety and well-being of all students and employees of the Los Angeles Unified School District.

Plant Inspections

- Walk-through will be performed on a biannual basis by the principal and plant manager to identify any unsafe conditions.
- Emergency routes and paths of travel used to and from assembly areas shall be inspected for ADA compliance.
- 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.
- FORD, TIMOTHY 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. These hazards may include: improper 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).
 - Damaged fencing.
 - Playground facilities and equipment hazards.
 - Non-functioning lighting fixtures and burnt-out bulbs.
 - Non-functioning heating and ventilation.

2. Plan Development

2.5 Hazards in the Community – Vulnerability Assessment

An LAUSD Vulnerability Assessment for schools to self- evaluate 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) periodically conducts surveys to identify environmental hazards near schools. Site Administrators can access the survey for their school, if available; at <https://achieve.lausd.net/Page/17133>. 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
 - Schools with pipelines may also be notified by the pipeline operator who can provide additional guidance and safety measures.
- 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.

Federal Emergency Management Agency (FEMA) offers a comprehensive, multiple-natural hazard-based, community-level risk index which is searchable by neighborhood. Coastal flooding, earthquake, hail, heat wave, landslide, lightning, strong wind, tsunami, and wildfire are among the 18 natural hazards included.

The database can be accessed at: <https://www.fema.gov/flood-maps/products-tools/national-risk-index>. This index takes into consideration the risk level of experiencing the natural hazards; population vulnerability based on factors such as, age, income and living conditions cross-

2. Plan Development

referenced with available community resources such as, hospitals and fire stations; and historical data on natural disasters.

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 documentation during any emergency (CA E. C. § 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 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
- Behavioral

The needs of students must be analyzed to accommodate student needs during emergencies, including procedures for emergency notification, evacuation, and sheltering.

Employees who will assist students with disabilities need to be identified before the emergency, and practice techniques for assisting these students. Staff will need to understand the capabilities and limitations of the population that they support during emergency situations. They should rehearse their role at every emergency drill so that they and the student they assist will have confidence in the process. Participating in all emergency drills 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, others on campus with disabilities or other special needs are considered throughout the ongoing development of the plan. ANKERS, ANNE This administrator and an alternate comprise the Access and Functional Needs Position (See Section 3.6).

Identification of Students with Specific Needs

2. Plan Development

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 needs that may not qualify for special education services, but who will need additional assistance during or immediately after an emergency. Knowing the most fragile and dependent members of the school population will allow the school to prepare for the challenges and be successful during an emergency.

Information about students with specific needs can be gathered from many sources, including:

- School Nurse/Health Care Assistants
- Parents
- Teachers/Related Service Providers
- Paraprofessionals
- IEP Meetings
- LRE Counselors
- Students
- 504 Plans
- 504 designees
- Counselors
- Meetings [e.g., Student Success Progress Teams (SSPT), Interim Behavior Response Plan (BRP)]

The list of students with specific needs can be entered in the "Alerts" module (under the student's Record Navigator) of the Welligent system 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 "Alerts" module in Welligent are in the online MyPLN course STEPS.

The Administrator/Designee for Access and Functional Needs should ensure that all students who have specific emergency needs have been identified and that the list of these students and their needs are available in the School Emergency Response Box (see [REF-5450 School Emergency Response Boxes](#)). Before an emergency occurs, this list should be shared with the Operations Section Lead, 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. This information should be shared with the Logistics Section Lead to ensure that needed supplies are available (e.g., diapers, wheelchairs). The Logistics Section should also be aware of the approximate number of individuals with specific emergency needs, in the event that they need to order resources (e.g., buses). 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.

2. Plan Development

Welligent (Student Face Sheet) printouts for students with chronic conditions who may require special or additional support from the Search and Rescue and Triage Teams.

The leaders of the Search and Rescue Teams, Triage Teams and the Logistics Team should know where to get copies of these items during an emergency so that their sections can adequately address the needs of students with specific emergency needs.

Emergency Notification for Students with Specific Needs

Administration must ensure that emergency notification systems at the school site are functional for all students in all locations on campus. Conduct regular emergency drills that incorporate emergency notification systems, such as the fire alarm system and PA system, into all emergency drills to test the system and identify 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 communication challenges, are aware of the procedures used to report an emergency.
- All students, as appropriate for their age, ability, 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 students who cannot evacuate the building on their own, especially those who cannot walk down a flight of stairs. In almost all situations, students can be assisted with a special evacuation device or carried down by two to four adults on the Search and Rescue Team. Multiple-story schools that need a Rescue Seat or Evac+ Chair, or training on using the Evac+ Chair should contact the Office of Emergency Management at oem@lausd.net. Rescue technique training is available online through MyPLN course STEPS 210.

2. Plan Development

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 students who are blind or have visual impairments. 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 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 walk down a flight of 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 assisted/rescued during an emergency
- Where they should wait, if there is a designated location
- What equipment will be used (e.g., Rescue-Seat, Evac+ Chair)
- 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.

2. Plan Development

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 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 it might not mention items that are only needed outside of school hours. The greater the student's needs, the more supplies that may need to be stored for emergency use.

School staff can create a backpack "go kit" with the necessary supplies and tag 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. The school's specific plans for disaster assistance for students with specific needs includes:

2.7 Public Disaster Shelters

There are centralized 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 Management (OEM) in adherence to pre-established agreements. Any requests from the Red Cross for shelters should be directed to OEM at 213-241-5337 or the LASPD Watch Command at 213-625-6631. More information is available in [BUL-6084 LAUSD Use of School Facilities in an Emergency or Disaster Situation](#).

2.8 Assessments

The school ensures that appropriate stakeholders participate in the annual self-assessment process.

Twelve self-assessments are completed 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 for 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 and enhance overall health and safety at the school.

2. Plan Development

The most successful assessments are conducted by a broad array of individuals at a school, including support staff and first responders. Students and parents, including students and parents with disabilities, 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.

Acquisition and Use of an Automated External Defibrillator (AED)

For more details, access [BUL-4480 Policy and Procedure for the Acquisition and Use of Automated External Defibrillators \(AEDs\)](#).

The Health and Safety Code § 1797.196 (c) states when an AED is placed in a public or private K-12 school, the principal shall ensure that the school administrators and staff annually receive information that describes sudden cardiac arrest, the school's emergency response plan, and the proper use of the AED. The principal shall also ensure that instructions, in no less than 14-point type, on how to use the AED are posted next to every AED. The principal shall, at least annually, notify school employees as to the location of all AED units on campus.

CA E.C. § 35179.6 (b) states commencing July 1, 2019, if a school district or charter school elect to offer any interscholastic athletic program, the school district or the charter school shall acquire at least one AED for each school within the school district or the charter school. The school district or the charter school is encouraged to ensure that the AED or AEDs are available for the purpose of rendering emergency care or treatment within a recommended three to five minutes of sudden cardiac arrest to pupils, spectators, and any other individuals in attendance at the athletic programs on campus activities or events and shall ensure that the AED or AEDs are available to athletic trainers and coaches and authorized persons at these activities or events.

Responsibilities of the Administrator:

As described in BUL-4480:

- Ensure that all school staff annually receive information on the following:
 - The school's CPR/AED Emergency Response Site Plan and AED's location, completed each year by October 15 (Attachment A).
 - AED Program Tri-Fold Information Pamphlet (Attachment B).
- Ensure that instructions on how to use the AED are posted next to every AED. The AED signage must be visible with clear instructions that are no less than 14-point type (Attachment C).
- Ensure that the following occur:

2. Plan Development

- Perform equipment maintenance of AED and associated supplies, such as pads and first responder kit, and check for expiration dates and damage every 30 days, specifically on the 1st of every month and no later than the 10th of every month. Report AED maintenance checks on the District-approved online platform via online login (Attachment D) or QR Code Scan (Attachment E).
- Reorder outdated or damaged AED equipment supplies, as necessary.
- Allow school site employees the opportunity to obtain CPR/AED certification that complies with the regulations adopted by the California Emergency Medical Services Authority (EMSA) and standards of the American Heart Association (AHA) or the American Red Cross (ARC).
- Designate volunteer emergency site responders as described in [BUL-4480](#) and maintain responder training records on the cloud-based device management system (Attachment F) and CPR/AED Emergency Response Site Plan form (Attachment A).
- Report the AED usage event on the cloud-based device management system and complete both the Incident Report in the Confidential Report of AED Incident Response form and the [Incident System Tracking Accountability Report](#) (iSTAR). Additionally, comply with post-usage event processes from the District-approved vendor.

Requirements when administering CPR and the use of an AED:

1. Call 911.
2. Call parent/guardian/emergency contacts.
3. Ensure that the individual who received CPR and the application of the AED is transported in an emergency vehicle to a hospital for further treatment and observation.

Administration of Naloxone (Narcan)

CA E.C. § 49414.3 authorizes school districts to:

- Provide emergency Naloxone (Narcan) or another opioid antagonist to school nurses or trained personnel who have volunteered.
- Use Narcan or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from an opioid overdose.
- Designate one or more volunteers to receive initial and annual refresher training, based on standards regarding the storage and emergency use of Narcan or another opioid antagonist from the school nurse or other qualified person designated by an authorizing physician and surgeon.

Based on this authorization, all LAUSD nurses and other designated personnel will have access to and training in the use of Narcan. At this time, LAUSD ensures staff training be conducted through

2. Plan Development

MyPLN with completion certificates filed within each employee's personnel file. Further supplemental training is also being conducted by a credentialed school nurse.

Responsibilities of the Administrator:

- Review the information contained in [BUL-133120 Administration of Naloxone \(Narcan\) Nasal Spray](#).
- Discuss the Narcan Nasal Spray and reporting policy with employees, and parents/guardians.
- Ensure that school nurses, designated staff, school police (LASPD), local police, and other emergency responders (fire department or LAFD or 911-deployed responders), can access Narcan supply when needed.
- Maintain an annually updated [Naloxone \(Narcan\) Emergency Response Site Plan](#) on the premises where the Narcan Nasal Spray is stored. This plan shall be accessible to Emergency Personnel, such as school nurses, designated staff, school police (LASPD), local police and other emergency responders (fire department or, 911-deployed responders).
- Ensure confidentiality of all Narcan Nasal Spray uses and its reports.
- Report all instances of Narcan Nasal Spray usage by completing an iSTAR.
- Treat the report of Narcan Administration as a confidential report for use by LAUSD attorneys and the Office of Risk Management. No copies of the report shall be furnished to anyone including employees, students, or parents without permission from the Office of the General Counsel.
- Ensure proper procedures correlating to the storage, restocking, and emergency use of naloxone nasal spray as an opioid antagonist are being followed.
- Coordinate with designated staff to keep the Narcan and monthly checklists stored in a secure location.
- All schools must maintain records for seven (7) years.

Requirements when Administering Narcan:

1. Call 911.
2. Call parent/guardian/emergency contacts.
3. Ensure that the individual who received Narcan is transported in an emergency vehicle to a hospital for further treatment and observation.

Food Services

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 School Board requirement. Schools that have an after-school program offer healthy snacks and supper meals provided by the Food Services Division.

2. Plan Development

2.8.2 Positive Safe School Environment

2.8.2.1 Reporting and Notifications

Suspected Child Abuse and Neglect Reporting Requirements

Administrator Responsibilities:

- Review child abuse reporting policies with all employees twice a year (e.g., beginning of each semester), and assist or designate another administrator to assist employees seeking assistance in meeting their mandated child abuse reporting responsibilities.
- An employee who successfully completes the Child Abuse Awareness Training (CAAT) training will have certified the Employee Acknowledgement, and the supervisor may maintain a file of CAAT training completion certificates but is not required to do so. Also, although not required to do so, an administrator may annually request that each employee under the administrator's supervision sign the Employee Acknowledgement of Suspected Child Abuse Reporting District Policy and Legal Requirements in the [BUL-1347 Child Abuse and Neglect Reporting Requirements](#).
- Ensure all employees are auto enrolled and have completed the annual fall online CAAT and passed the assessment by September 15 of each school year.

Employee Responsibilities:

- Review and pass the online CAAT.
- An employee suspecting child abuse or neglect must file a Suspected Child Abuse Report (SCAR):
 - A. If the employee has an emergent (urgent) SCAR to make (e.g., immediate risk of abuse, neglect, or exploitation or that the child is in imminent danger of harm or death), the employee must: (1) telephone report immediately or as soon as practically possible to a child protective agency; and (2) file a written report with the same agency within 36 hours of receiving the incident information.
 - B. If the employee has a non-emergent (urgent) SCAR to make (e.g., non-life threatening and non-emergency), the employee has an option to report to the Department of Children and Family Services (DCFS) by immediately or as soon as practically possible using the one-step online Child Abuse Reporting Electronic System (CARES) offered by the DCFS: <https://reportchildabusela.org>.
- The employee reporting suspected child abuse should not attempt to verify the suspicion or prove that abuse or neglect has occurred.
- Investigation (questioning witnesses, obtaining written statements), notification (family, alleged perpetrator), counseling, and family intervention are the responsibilities of the child protective agency.

The employee must know of the requirements to report known or suspected instances of child abuse and neglect and will comply with such requirements. The employee must view the CAAT

2. Plan Development

training, pass the CAAT assessment, and get their training completion certificate. Summary guidelines for Child Abuse and Neglect Reporting:

- Reportable victims include persons under the age of 18, and dependent adults 18 years of age or older who are dependent upon others for care.
- Child abuse includes physical abuse, sexual abuse, neglect, willful cruelty, unjustifiable punishment, life endangerment, mental suffering, 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 immediately or as soon as practically possible and should not be delayed until the end of the school day. School procedures may not require the reporter to disclose their identity to school personnel prior to or after making a report.
- A child abuse report should only be made to one child protective agency (e.g., DFCS, 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. The designated reporter should only complete the report.
- 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 during 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, may incur criminal, civil, and/or professional liability.
- No employee mandated under the provisions of the California Penal Code shall be civilly or criminally liable for reporting suspected child abuse or neglect.

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 Region Operations for appropriate follow-up.
- Regularly review incident reports for trends, particularly those incidents involving crimes, to identify and implement prevention strategies.

Incident Reporting Guidelines:

2. Plan Development

An iSTAR is to be completed when there is an interruption to the operational and/ or instructional activities, such as but not limited to the following types of incidents:

- Any threat, including explosive device and terrorist threats, to the school, individual student, 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.

Notification in 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 Campus Security

Student and Employee Security

Suggested options for perimeter gate access during a Rapid Relocation, as well as Rapid Relocation procedures, are provided in [BUL-5469 Lockdown and Rapid Relocation Procedures for all Schools](#). Also, see [Section 6.8 Rapid Relocation](#) of this plan.

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.

2. Plan Development

- 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 E. C. § 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 Survey, 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.

2. Plan Development

- 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 "[School-Based Radio System](#)," or call the Radio Unit at (323) 224-2456.
- See that the school adheres to the District policy on closed campuses. 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 a school staff member, volunteer parent, or similar, to monitor the main entrance during the school day and assist visitors with signing in and reporting to the Main Office upon entry.
- Assign available school staff to monitor the 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.

2. Plan Development

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 observations 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 for 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 Region 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 the School Police Watch Commander at (213) 625- 6631 and advise them 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.

2. Plan Development

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 or suspect 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 involved, if any: Type, location (on person, in vehicle, etc.), and manner used (actual use, threat, etc.).
- Describe method of transportation used by person or suspect 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 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 administrators, 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 administrators, 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.

2. Plan Development

- 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 with preparing, evaluating, and updating 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 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 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 of the victim's family arrives at the school prior to being notified of the death by law enforcement, the family member 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.

2. Plan Development

- The first police officer 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 Violence Prevention and Interpersonal Relations

Cybersecurity

- As the largest K-12 computing network in the United States, users of the LAUSD computing environment have a responsibility to do all they can to protect themselves, their accounts, the systems they use, and the secure data they deal with.
- Many District employees have regular access to sensitive information, which is protected with multiple layers of security. Employees are the first of these layers to protect District data, but they are also the most vulnerable. Most data breaches start with an attacker exploiting the human nature of employees in various social contexts to gain access to sensitive information. Employees may not realize they are a target and may be unsure how to prevent, identify, or report cybersecurity threats. It is critical to follow all District cybersecurity measures including those referenced in this section.
- The District has implemented an Information Security Training and Awareness (ISTA) program with the purpose of achieving the following strategic goals:
 1. Improve the District's resilience to cybersecurity threats.
 2. Establish a strong security-minded culture and integrate it into day-to-day District operations and decision-making.
 3. Improve compliance with external regulatory and contractual requirements that require mandatory training and awareness (e.g. HIPAA).
 4. Minimize the frequency and impact of security incidents.
- All employees must complete the online Annual IT Cyber Security Awareness Training.
- To report a concern about a **potential** data breach or compromised machine or account to IT Security, employees should call the ITD Helpdesk at (213) 241-5200 or send an email to information.security@lausd.net.

2. Plan Development

All employees are encouraged to follow Cyber Safety tips on the ITS website:

<https://achieve.lausd.net/cybersafety>. Additional details regarding the responsible use policy are also available at this site.

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: <https://achieve.lausd.net/digcit>
- Review with staff the following bulletins to understand the implications of digital engagement in creating a safe school environment.
 - Responsible Use Policy for District Computer and Network System Bulletin
 - Social Media Policy for Students Bulletin
 - Social Media Policy for Employees and Associated Persons Bulletin
 - Parent Acknowledgement Form
 - Media Release Form
- <https://achieve.lausd.net/Page/13474>
- Provide parent workshop sessions regarding digital citizenship practices of proactive engagement, safety, and security online: <https://achieve.lausd.net/Page/16676>
- Ensure that staff integrate digital citizenship instruction across content areas, leveraging District-adopted digital citizenship curriculum: <https://achieve.lausd.net/Page/16689>
- Establish a digital presence with purpose in alignment with District policies to maintain open communication with school community and model promising practices.

Code of Conduct with Students

- Provide a copy of the “[Code of Conduct with Students](#)” to each employee and any individual working with students on an annual basis at the beginning of each school year or when the employee reports to the site/work location if the school year has already begun.
- Post the “Code of Conduct with Students” in staff lounges and other prominent locations where notices are regularly posted regarding rules, regulations, procedures, or standards of conduct.
- Include the “Code of Conduct with Students” in the location’s employee handbook, school’s Safe School Plan, and in the substitute folder that is provided to substitute teachers who report to school sites.
- Remind employees/individuals to be mindful of the fine line drawn between being sensitive to and supportive of students’ needs and a possible or perceived breach of responsible, ethical behavior.
- Encourage employees/individuals to use good judgment and caution them to avoid the situations indicated in the document.

2. Plan Development

- Reaffirm with employees and individuals of the duty to protect students and provide a safe and secure learning environment.

Sexual Grooming, Abuse, and Misconduct with Students

- Grooming is the deliberate process by which offenders gradually initiate and maintain sexual relationships with victims in secrecy.
- Offenders are often a family member or another adult in the victim's circle of trust, including those who work in schools, and who normally and regularly interact with the victim.
- Offenders in schools may be admired by colleagues, recognized as valuable members of the school community, and are appreciated by parents.
- The grooming process begins with the offender establishing a bond with their victim by behaviors such as spending time together, sharing secrets, providing gifts, and giving them special attention. Some behaviors may appear to be normal interaction between an adult and a student.
- Grooming leading to sexual conduct with a victim (e.g., sexual abuse, exploitation, and child pornography) is a crime and must be investigated by law enforcement.
- The Code of Conduct with Students serves as the District's policy for appropriate and professional interaction with students of all ages. Administrators must take prompt action to address any behavior that violates the Code of Conduct not deemed a crime by law enforcement.
- Students can also be suspected of abusing other students.

Administrator Responsibilities:

- Understand and recognize potential grooming behaviors.
- Present sexual grooming awareness training to employees.
- Complete the Administrator Certification page by the designated due date.
- Respond to reports of potential grooming of a student by an employee, student or school-related adult.

Employee Responsibilities:

- Report suspected child abuse as outlined in [BUL-1347 Child Abuse and Neglect Reporting Requirements](#).
- For students over 18 years of age who are considered dependent adults, report suspected dependent/elder adult abuse as outlined in Dependent/Elder Adult Abuse and Neglect Reporting Requirements.
- If the suspected perpetrator of the abuse of a student is a District employee, student or school-related adult, the mandated reporter is encouraged to make the mandated child abuse report to local law enforcement.

2. Plan Development

- Notify a Site Administrator immediately of the misconduct after making the child abuse report when a District employee, student or school-related adult is suspected of abusing a student.
- Students can also be suspected of abusing other students. Mandated reporters must follow the same suspected child abuse reporting procedures.

Administrative Searches

Contact Region Operations for current policy and procedures related to administrative searches.

Gun Violence Prevention

Responsibilities of the Administrator:

- Distribute to families annually the [Parent Legal Duties to Safely Store Firearms letter](#) in the LAUSD Student/Parent Handbook, as required per Board Resolution 046-18/19.
- Make gun violence prevention resources available to your parent/guardian community.

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 Region personnel to provide consultation and support, such as: Region 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.

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.

2. Plan Development

- 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

California Education Code EC section 48900 (r) defines bullying as:

- (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 pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil’s physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with the pupil’s academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with the pupil’s ability to participate in or benefit from the services, activities, or privileges provided by a school. For additional guidance, including investigative steps, access [BUL-5212 Bullying and Hazing Policy \(Student-to-Student\)](#).

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 employees. (For incidents between employees, refer to the [BUL-5798 Workplace Violence, Bullying and Threats \[Adult-to-Adult\]](#).)
- Take appropriate actions to resolve the situation.
- Document the investigation, interventions, and resolution.

Responsibilities of Staff and Student Rights:

2. Plan Development

- 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.

Hate-Motivated Incidents

For more details, access [BUL-2047 Hate-Motivated Incidents and Crimes - Response and Reporting](#).

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 and implement educational programs and activities that foster human relations skills and combat behaviors of name-calling, harassment, discrimination, hate and bigotry.
- Review with employees and students and post [nondiscrimination notices](#) in all schools/offices, including staff lounges, student government meeting rooms, the main administration building, or other prominent locations where notices are regularly posted regarding rules, regulations, procedures, or standards of conduct.

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 reported 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.
- Review with employees and students and post the [sexual harassment prevention poster](#) in all schools/offices, including staff lounges, student government meeting rooms, the main administration building, in a prominent and conspicuous location in each

2. Plan Development

bathroom and locker room at a school, and in other prominent locations where notices are regularly posted regarding rules, regulations, procedures, or standards of conduct.

- 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 student's 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.
- Review data related to such incidents in order to plan and increase site safety.

2. Plan Development

- 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 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 student 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 schoolwide efforts to reduce misconduct and bullying by promoting pro-social behaviors.
- Follow the guidelines of [BUL-5212 Bullying and Hazing Policy \(Student-to-Student\)](#) for responding to allegations of bullying.
- Designate a point person for overseeing the school climate, bullying prevention efforts, and procedures for managing peaceful resolutions of conflicts (e.g., Restorative Practices and Peace Builders).

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 Liaisons (STPLs) in the ISSP's School Site Suicide/Threat Assessment Team.

2. Plan Development

- 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 Suicide Prevention, Intervention, and Postvention (SPIP) policy is implemented.
- Provide follow-up to relevant staff such as Region 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 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 Region 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.

2. Plan Development

- 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 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 [BUL5798 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 the site administrator or designee.
- Cooperate in the investigation of employee workplace violence complaints by providing relevant information.

Student Dress Code/Uniform Policy

Key Elements:

- Representatives from all stakeholder groups will review the school's dress code and uniform policies yearly.
- Representatives from all stakeholder groups will review the school's dress code, which 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,

2. Plan Development

including, but not limited to a crucifix, yarmulke, headscarf, or turban.

- Students 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 (or upon enrollment), 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 for opting out of the uniform.
- 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 Behavior Support and Formal Discipline

Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP)

Access resources at 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 among 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 the School 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 Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP) Team; support and monitor the team's implementation of the School-wide Discipline Plan; evaluate the outcomes; and modify strategies as needed.

2. Plan Development

- 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.
- Provide staff development on strategies, methods, and tools of implementing the school-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, Tiered Fidelity Inventory (TFI), 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, SSPT and Section 504 Plan 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 Principal/Principal's Administrative Designee:

- Ensure that the District policy and procedures regarding student suspension and expulsion are fully implemented.
- Designate discipline staff and provide training focusing on investigation of student misconduct and school-site procedures of formal student discipline, including student suspension and expulsion.

2. Plan Development

- Ensure that recommendations for expulsion are made when students violate CA E.C. § 48915(c) except for sexual misconduct that requires Title IX procedures prior to student discipline. For detailed information regarding Title IX procedures, refer to [BUL-2521.3, Title IX Policy/Nondiscrimination Complaint Procedures \(Including for Sex Discrimination and Sexual Harassment\)](#), August 14, 2020.
- The school principal will ensure that the school follows District policy and procedures regarding formal student discipline and fulfills responsibilities to attend or send an administrative designee who has first-hand information to present an expulsion case as well as appropriate witness(es) to testify during the expulsion hearing.

Responsibilities of Designated Discipline Staff:

- Conduct a thorough investigation, collaborate with other school staff and 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 their child is referred for disciplinary action.
- Enter all suspension information (school suspension, in-school suspension, and class suspension) into MiSiS accurately and record all other means of correction. Refer to [BUL-5808, Documentation of Student Misconduct as Defined in Education Code in My Integrated Student Information System \(MiSiS\)](#).
- 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 CA E.C. § 48900, 48900.2, 48900.3, 48900.4, 48900.7, or 48915.
- Students enrolled in kindergarten and grades 1 to 3 shall not be suspended or expelled due to disruption [E.C. section 48900 (k)(1)], sexual harassment (E.C. section 48900.2), an act of hate violence (E.C. section 48900.3), or threats and intimidation against district personnel or pupils (E.C. section 48900.4).
- Students may not be suspended from school for any reasons, for more than five (5) consecutive school days.
- "Informal suspension" is prohibited. (e.g., parent told to keep child at home without an official suspension notice).
- Extended suspension due to the parent's failure to attend a conference with school officials is prohibited.

2. Plan Development

- Suspending in absentia (when a student is suspended in the student's absence) is a violation of the student's due process rights, unless an emergency situation is determined. (Refer to Section IV. C. of this bulletin)
- Students in general education shall not be suspended for more than 20 school days in any school year (30 days if student transfers to another school). A student who has a Section 504 plan is considered as a general education student can be suspended for the same number of days as a general education student, but at 10 days of suspension, there must be an analysis in a Section 504 Manifestation Determination meeting to review and, if appropriate, modify the current Section 504 Plan, including updating or developing appropriate accommodations as warranted.
- Students in special education shall not be suspended for more than 10 school days in any school year. Refer to the [LAUSD Special Education Electronic Policy and Procedures Manual \(e-PPM\)](#).
- Problems with truancy, tardiness, and/or other attendance-related issues cannot be grounds for suspension.
- Once a student has been issued a school or in-school suspension, the suspension can only be overturned by the Region 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 CA E.C. § 48900 except for the student misconduct of willful defiance as described in CA E.C § 48900 (k)(1).

1. A teacher may suspend a student from class for any of the acts enumerated in E.C. 48900, except for the student misconduct of willful defiance as described in E.C. Section 48900 (k)(1), per District policy.
2. 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 CA E.C. § 48910.
3. A student shall not be placed in another regular class during the period of suspension.
4. 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 CA E.C. § 48910.
5. 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 CA E.C. § 48910.
6. School staff may assign a student who was suspended for any of the reasons enumerated in CA E.C. § 48900 and CA E.C. § 48900.2 to a supervised suspension

2. Plan Development

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 CA E.C. § 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/or 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 Region 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.
- The O.T. process does not apply to a student with a disability who has an IEP.
 - 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 Analysis (MDA)” to ensure that the student’s Behavior Intervention Plan (BIP) is appropriately developed or modified.
- Students with a Section 504 Plan may not be transferred through the O.T. process until a manifestation determination meeting has been held and the team determined that: (1) the conduct in question was not caused by, or had a direct and substantial relationship to, the child’s disability; or (2) the conduct was not the direct result of the District’s failure to implement the Section 504 Plan. For detailed guidelines, refer to [BUL-4692, Section 504 of the Rehabilitation Act of 1973](#), November 7, 2022.
- The “Stay Put” clause in federal law (Individuals with Disabilities Education Improvement Act [IDEIA]) prohibits schools from changing the placement of a student

2. Plan Development

with an IEP for discipline purposes if a parent disagrees with the IEP (The exception to this prohibition is the authorized 45-day alternative placement when the violation involves weapons, drugs or inflicting serious bodily injury as defined in IDEIA and District policy).

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 CA E.C. § 48915(c).
- A student who is recommended for expulsion is entitled to an educational placement the day following the last day of their suspension (e.g., day six of a five-day suspension).
- For a student with an IEP, a comprehensive Expulsion Analysis IEP meeting must be conducted, which includes an MDA, prior to recommending the student for expulsion.
- Students with disabilities served under Section 504 must have an MDA conducted and any appropriate updates to their Section 504 plans (as warranted) must be considered, prior to recommending the student for expulsion.
- No student can be expelled by the Board of Education unless direct evidence, in the form of oral testimony, is presented at the District's administrative (Expulsion Review Committee [ERC]) hearing.

Maintenance of CA E.C. §49069 Information:

Refer to [BUL-3927 Mandated Reporting of Certain Behavior](#).

- Pursuant to CA E.C. § 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 CA E.C. § 48900.2, 48900.3, 48900.4, or 48900.7.
- The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or received from a law enforcement agency, regarding a pupil described in this section.
- 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.
- Each teacher informed of CA 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.
- Any information referring to CA E.C. § 48900 et seq. offenses shall be made available to each student's teacher 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 CA E.C. § 49079.

2. Plan Development

- In MiSiS, all discipline offenses except for “3.6 - Possessed or used tobacco” trigger a CA E.C. § 49079 “D” Alert on the corresponding student’s profile. To view a comprehensive list of students with an CA E.C. § 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, Documentation of Student Misconduct as Defined in Education Code in My Integrated Student Information System (MiSiS), August 29, 2022.
- The MiSiS Attendance Roster List view displays a “D” on the Alerts Column for students with a discipline file, consistent with CA E.C. § 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 CA 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 CA E.C. §49079. Refer to [BUL-3927 Mandated Reporting of Certain Behavior](#), November 21, 2022.

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.
- The information furnished by the Juvenile Court shall be expeditiously transmitted to the principal at the school of attendance. The principal must expeditiously disseminate the information to those counselors directly supervising or reporting on the behavior or progress of the student. In addition, the principal shall disseminate the information to any teacher or administrator directly supervising or reporting on the behavior or progress of the student whom the principal believes needs the information to work with the student in an appropriate fashion to avoid being needlessly vulnerable or to protect others from needless vulnerability.
- 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.
- 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 Facilities-Related

Key Control

2. Plan Development

Responsibilities of the Administrator:

- Maintain in writing current records of the distribution of all keys.
- 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 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.

2. Plan Development

- Authorized personnel needing keys for the weekend or holiday activities will be issued keys which limit access to the room or area 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 Region 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.

2. Plan Development

- 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 observation Emergency routes and paths of travel used to and from 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

Responsibilities of the Administrator:

- 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](#). CA E.C. § 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,

2. Plan Development

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 states that expenditures are required to be classified by “objects” to provide consistency in financial reporting among school districts. 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](#) This reference guide provides details for managing records at school sites and retention schedule listing records typically found at school sites.

2.8.2.6 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 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 appropriate municipality or School Police to establish safe pedestrian routes to and from school and appropriate student pickup and drop-off points.

2. Plan Development

- Work with the Safe School Collaborative on safe passage and attend local law enforcement agencies Safety Collaborative meetings. For more information, please contact Division of School Operations at (213) 241-7921.
- At elementary schools, encourage parents to walk their children to school.
- Visit the OEHS Safe School Traffic Program webpage at <https://achieve.lausd.net/Page/4238> 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: ESCALANTE, JENNIFER

LAUSD Strategic Plan: Pillar 2D: Outstanding Attendance

Ensure outstanding attendance to support in-class learning

Responsibilities of the Administrator:

- Implement and supervise all state and District attendance policies and procedures, including the LAUSD Strategic Plan Outstanding Attendance strategies.
- Apply universal supports/efforts to prevent student absenteeism (i.e., conduct student presentations, student assemblies, campaigns/initiatives, and distribute written communication aimed to improve student attendance and engagement).
- Ensure that a comprehensive School Attendance Plan has been developed that involves all school staff, teachers, nurse, counselors, PSA, etc., as well as appropriate community health or other agencies.
- Ensure the creation of school attendance teams to support outreach to students with low attendance.
- Design and implement engagement strategies to prevent student absenteeism.
- Track, monitor and regularly share attendance/engagement data with stakeholders.
- Offer comprehensive tiered intervention supports for students who are at risk of becoming chronically absent.
- Ensure accurate enrollment, attendance and withdrawal procedures are in place.

2. Plan Development

- For a list of strategies and tools for attendance improvement, visit the Pupil Services website and School Enrollment and Attendance Schoology group (Access Code: D4GT-DTTH-59Z3V).

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.

CA E.C. § 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 school attendance, dropout prevention, and recovery efforts.
- Ensure that school staff support with attendance and dropout prevention efforts.

2. Plan Development

- 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 student attendance.
- Ensure that school staff are trained and have access to LAUSD student information systems such as MyData, MiSiS, Focus, and Elevate, 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, personalized 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, withdrawal and dropout information 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.
- Meet regularly to ensure the implementation and monitoring of a multi-tiered system of support for student attendance.
- 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 aware of District mandates and procedures with respect to school attendance, withdrawals, dropout prevention and recovery.

2. Plan Development

- School staff identifies and monitors students who are not making progress and coordinates with instructional staff to make needed adjustments to support student academic progress.
- 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, AC²T, 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 MyData), how to create a welcoming, safe, and supportive school culture for all students, and how to link students/families up to necessary resources (academic, food, clothing, tutoring, etc.) to help students achieve their high school diplomas.
- Ensure that their school has a variety of 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 withdrawal (i.e., correct leave/enrollment codes are being used, upon every withdrawal, 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:

2. Plan Development

[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 listed as lost transfers and whereabouts unknown (L8’s).
- 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 withdrawals each month and ensure that designated staff follows up to find out if students are currently enrolled.
- Communicate 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.

2. Plan Development

- 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 Engagement

Parents are encouraged to provide a healthy diet, promote physical activity, and ensure overall good health and wellness for their child. Parents are also encouraged to participate in the planning for their child's academic progress and success. School-based and District staff are available for families, including Family and Student Navigators, Psychologists and Social Workers to support their child's academic achievement physical and mental health care, and basic needs. To learn about services available, parents are encouraged to visit the Los Angeles Unified Healthy Start webpage at <https://achieve.lausd.net/healthystart> where they may access school-integrated services that help meet the physical and mental needs of students.

Student Health and Human Services Division (SHHS) personnel may arrange for various services that support student achievement and success, as well as parent and family resources and information. You may contact SHHS Division and request assistance by calling their Student and Family Wellness Hotline at (213) 241-3840. Personnel on this hotline may offer referrals in the areas of Mental Health, Immunizations, Health Insurance, Food and Housing, Enrollment and much more. When children have access to social and emotional services, they build a healthy foundation as they grow and develop into healthy citizens and adults, mentally and physically.

Engaging families in topics aligned to safety, wellness and other topics of focus for the District is foundational to accelerating student outcomes and overall family wellness. A bundle of modules with content for school leadership to engage families in training and learning about safety topics, including Substance Use and Fentanyl Awareness, are available for download by visiting <https://achieve.lausd.net/pcss> and in the [Principal's Portal](#). A [LAUSD Single Sign On](#) is required to access family engagement content.

The Office of Parent and Community Services also assists families by linking them to resources, workshops, and courses in the areas of the councils and committees, school volunteers, Parent Portal, understanding data and school budgeting, for example. Families may visit <https://achieve.lausd.net/pcss> or email families@lausd.net for more information.

Families and personnel are encouraged to learn more about the following family engagement programs:

- **Parent Portal:** The [Parent Portal](#) includes valuable student information, including assigned bus transportation routes, academic support services and individual plans such as the Individual Graduation Plan, Individual Education Plan, and English Learner Progress. A new Individual Acceleration Plan was added to continue engaging families in the areas of attendance, basic skills and achievement, as well as college and career

2. Plan Development

readiness. Visit laudapp.lausd.net to access these resources, and call your school site or the Los Angeles Family Hotline for assistance.

- **School Volunteer Program**: State and federal guidelines require our families to be provided opportunities to volunteer at their child's school site. Volunteer applications are to be processed by each school site under a period of 30 days, and volunteers are to be provided with training using the District's volunteer orientation module. The module communicates volunteer expectations and District policies. Prospective school volunteers may learn about volunteering by visiting achieve.lausd.net/volunteer.

3. Incident Command System

3. Incident Command System

3.1 Incident Command

The Incident Command System (ICS) is used by first responders, government agencies, private sector business and non-profit groups to manage emergencies, crises, and disasters nationwide, as well as planned events. LAUSD also uses ICS, which is a system that groups people 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 (Management in the LAUSD EOC)
- Operations
- Planning & Intelligence
- Logistics
- Finance & Administration

The organization depicted on the School ICS Organization Chart can be expanded or abridged to meet the scope of the emergency/planned event. Not every emergency/planned event will require (activate) all of the teams or positions listed on the chart.

ICS can be adapted for schools with limited personnel. If no one is assigned to an ICS position, it is understood that the person who manages that position is keeping, and performing, the responsibilities of the unfilled position. For example, in some emergencies/planned events, the Incident Commander may not assign a person to oversee finance. In that case, the Incident Commander is still responsible for all applicable Finance and Administration responsibilities, such as financial documentation for potential recovery. Note that to optimally fulfill some of the emergency team duties, members should have training, preparation opportunities, and practice through drills.

Local District Operations Center (LDOC), now known as Region Operations Centers (ROC): During some emergencies, crises or planned events, the Region Operations Center (ROC) 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 ROC, typically through their Operations Coordinator. Refer to the [LAUSD Region Operations Center \(ROC\) Guide](#) for more information.

Emergency Operations Center (EOC): When the emergency or crisis or planned event impacts a great geographical portion of the District and/or has numerous significant operational impacts beyond a school's or ROC's ability to manage, 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, access the [LAUSD EOP Handbook for Emergency Operations Center Responders](#). The school's Incident

3. Incident Command System

Commander will keep the EOC updated, in most cases through their Region and/or through the School Emergency Status Report (SESR). Schools will be notified if the SESR is activated and if schools are expected to update their status through the SESR. More information regarding SESR can be found at: <https://sesr.lausd.net>.

It is recommended that team members and other District employees take [Community Emergency Response Team \(CERT\) training](#). 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 BELL-MCALISTER, TASHA; ANKERS, ANNE

During an emergency, the Incident Commander (IC) is responsible for setting the response objectives and directing activities from a designated Command Post. All functions report to the IC. To effectively direct response actions, the Incident Commander must constantly assess the situation and develop and implement appropriate strategies. The IC must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. At a school, these functions are typically directed by the principal or designee as the Incident Commander. The principal is assisted in carrying out this role by a Public Information Officer and Safety Coordinator, as needed. The IC should use “management by objectives” by setting specific goals and objectives for the total response. The objectives should be SMART, which is an acronym for Specific, Measurable, Achievable, Relevant and Timely.

Planning/Intelligence Section BELL-MCALISTER, TASHA; ANKERS, ANNE

During an emergency, the ICS Planning and Intelligence section uses various methods and resources to efficiently gather information, analyze 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 regarding the emergency:

- 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.

3. Incident Command System

Operations Section LOPEZ, OSCAR; COX, CHRISTOPHER

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 who have responsibilities such as rendering medical assistance, crisis intervention, search and rescue, site security, damage assessment, evacuations, access and functional needs support, and the release of students to parents. Within LAUSD, these activities are performed by the following teams:

- [Triage Team](#)
- [School Site Crisis Team](#)
- [Search and Rescue Teams](#)
- [Access and Functional Needs Position](#)
- [Security/Utilities Team](#)
- [Fire Suppression/HazMat Team](#)
- [Assembly Area Team](#)
- [Request Gate Team](#)
- [Reunion Gate Team](#)

Operations people are “Problem Solvers” who can work in a non-structured environment. These are the “Doers.”

Logistics Section KLAPPROTH, DANIELLE; DORSEY, DIONNE

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 service and adjusting meal schedules and menus, as needed. Within LAUSD, these activities are performed by [Supply/Equipment Team](#), [Hygiene Team](#), and [Transportation Support Team](#) if activated and they 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 BELL-MCALISTER, TASHA; ALTON, NATALIA

The Finance/Administration function of ICS involves the purchasing of all necessary materials, tracking financial records, timekeeping for school site and responding District staff, and recovering school records after an emergency. These people are known as the “Payers.” They 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 everyone who works on campus. Another choice may be your financial manager or other office staff member.

3. Incident Command System

3.2 Command Team

The Command Team is responsible for directing school emergency response activities. The Command Team is led by the principal or designee, who is the Incident Commander. The Command Team includes the school's Public Information Officer, the Safety Coordinator, and the Team Leads 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: PE BLACK TOP

3.2.1 Incident Commander BELL-MCALISTER, TASHA; ANKERS, ANNE

The Incident Commander (principal or designee) 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
- Assessing the situation periodically
- Directing the Command Team
- Determining the need for, and requesting, outside assistance
- Communicating with the Region Administrator of Operations and central office staff
- Working with the Region regarding any messaging about the incident to internal and external stakeholders

3.2.2 Public Information Officer BELL-MCALISTER, TASHA; ANKERS, ANNE

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:

- Receiving updates and official statements periodically from the Incident Commander
- Posting approved messages to parents via Blackboard Connect
- Maintaining a log of PIO actions and all communications
- Updating/consulting with the Region PIO or central Communications office
- Interacting periodically with the media (with prior review/approval from the Region/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. Incident Command System

3.2.3 Safety Coordinator LOPEZ, OSCAR; COX, CHRISTOPHER

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
- Checking periodically 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

- | | |
|---|---|
| <ul style="list-style-type: none"> • 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 email lists • Master keys (Note: Keys must be kept in a very secure location or with specific authorized individuals.) | <ul style="list-style-type: none"> • Copies of staff and student rosters • Hand-held two-way radios • Bullhorn • Battery-operated AM/FM radio • First Aid kit for Command Team • Clipboard, paper, pens • Hard hat for each team member • Vest or other position identifier • Large campus map |
|---|---|

3.3 Triage Team

The members of the Triage Team 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.
- 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 Lead
- Recording information on transport to hospital by first responders.

Assignments

Triage Team Lead: ANKERS, ANNE

3. Incident Command System

Backup Team Lead: STEIN, JULIE

Triage Team Member: BELL-MCALISTER, TASHA

Triage Team Member:

School Nurse: FABRICAN, SUSAN

Team Assembly Location

Inside: MAIN OFFICE

Outside: PE BLACKTOP

Triage Team Lead

The Triage Team Lead is responsible for oversight and communication related to triage and disaster first aid training, preparation, and planning. The leader will also direct team activities and, in the event of a large-scale emergency impacting the school community, periodically interact with the Operations Section Lead to determine medical needs and planned actions.

Specific duties of the Triage Team Lead 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 Triage Team performs secondary assessments and appropriate disaster medical care after triage is complete
- 5) Periodically keeping Operations Section Lead 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, including access for emergency vehicles
- Assessing injuries/performing triage and administering necessary disaster medical aid during a large-scale emergency impacting the school community
- Ensuring that disaster first aid supplies are available
- Setting up triage stations and the temporary morgue, ensuring that all medical supplies/equipment are accessible, including taking these items 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 Lead
- Recording ambulance transport to hospital information

3. Incident Command System

- 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 [ISSP](#). 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 when they are 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.

- | | |
|------------------------------------|---|
| • Vest or position identifier | • Patient record forms |
| • First aid supplies | • Site map |
| • Non-latex disposable exam gloves | • Injury Report |
| • Triage tags | • Automated External Defibrillators (AED) |
| • Hand-held two-way radios | • Epi-Pen |
| • Stretchers | • Biohazard bag |
| • Blankets | • Sharps container |
| • Wheelchairs | • Student medication |
| • Ground covers, tarps | |

Related Training and Resources

- It is recommended that all Triage Team members have first aid, cardiopulmonary resuscitation (CPR)/AED and EpiPen training. (More details on AED and EpiPen policy are available in [BUL-4480 Policy and Procedure for the Acquisition and Use of Automated External Defibrillators \(AEDs\)](#) and [BUL-114500 Administration of Epinephrine Auto-Injectors](#).)
- Online training course STEPS 213, offered through MyPLN.
- Training information regarding CPR/AED and EpiPen is also available from the school nurse. Some CPR/AED information can also be found at <https://achieve.lausd.net/aed>; [First Aid \(and CPR\)](#) information is also available.
- The District is creating a Stop the Bleed training program. Details and updates are available [here](#).

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

3. Incident Command System

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 Lead: BELL-MCALISTER, TASHA

Backup Team Lead: ANKERS, ANNE

Psychological First Aid Team Member (Primary): LARA, CHRISTIAN

Psychological First Aid Team Member (Backup): CALAVAN LUZANO, LAUREN

Team Assembly Location

Inside: PE BLACKTOP

Outside: MAIN OFFICE

Crisis Team Lead

The Team Lead is responsible for directing crisis responders and periodically interacting with the Operations Section Lead to identify concerns and report status. The Crisis Team Lead is also responsible for assigning personnel as needed, such as the Psychological First Aid Team Members, and ensuring appropriate training is provided. 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 Lead, 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 Triage Area. Specific duties of the members of the Psychological First Aid members may include:

- Assessing needs and providing Psychological First Aid
- Providing reassurance and support to students
- Updating 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 Logistics to provide water and food to students and staff when necessary
- Supporting other teams, as needed

Supplies and Equipment for the Psychological First Aid Team Members

- Vest or position identifier
- Hand-held two-way radio

3. Incident Command System

- Ground cover and tarps
- Paper, pens/pencils
- First aid kit

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 SAR teams at a school, depending on the size and layout of the site. 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: LOPEZ, OSCAR

Backup SAR Teams Coordinator: BELL-MCALISTER, TASHA

SAR Team 1 Members: SANCHEZ, JAVIER; ROBERTSON, JAMES; LOPEZ, OSCAR; JONES, KAREN

SAR Team 2 Members: BARRETT, WILLIAM; EMLEY, JAMES; MAURICIO, MICHAEL; JOYCE, REBECCA

SAR Team 3 Members: AVSAR, MUSA; GARCIA, RUDY; VELOZ, ELIZABETH;

SAR Team 4 Members: ; ; ;

Team Assembly Location

Inside: MAIN OFFICE

Outside: PE BLACK TOP

Search and Rescue Teams Coordinator

The Search and Rescue Teams Coordinator assigns each SAR team their specific areas and duties, records findings on maps and in logs, keeps the Operations Section Lead informed of overall status, and coordinates appropriate training. Specific duties of the Search and Rescue Teams Coordinator may include:

- Ensuring that each responding SAR team has four members and that those four members work in pairs for safety reasons)
- Obtaining briefings from the Operations Section Lead, and the Assembly Area Team, noting missing students, identified damage and site hazards, and any other situations requiring SAR response
- Assigning and recording SAR teams based on available team members, maintaining four persons per team
- Updating teams' reports on site map and recording exact location of damage and triage tally

3. Incident Command System

Search and Rescue Team Leads

Each Search and Rescue Team Lead is responsible for directing the activities of their assigned SAR team and appraises 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 Leads 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 SAR Team may include:

- Searching assigned area
- Reporting gas leaks, fires, or structural damage to SAR Team Lead upon discovery
- Rescuing trapped survivors on campus, if it is safe to do so
- Evacuating survivors who need assistance
- Working with the Security/Utilities Team and Fire Suppression/Hazmat Team to shut off gas or extinguish fires as necessary
- Reporting periodically to the Team Lead the location, number, and status/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 survivors
- 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 | • Blankets |
| • Hard hat | • Bolt cutters (for cutting security screens from around windows) |
| • Work and non-latex gloves | • Shovel |
| • Eye protection | • Rope |
| • Dust mask | • Triage tags |
| • Whistle with master keys on neck lanyard | • Bucket or duffel bag |
| • Hand-held two-way radio | • Flashlight |
| • Clipboard with job duties | • Pry bar |
| • Map indicating search plan | • Grease pencil |
| • Fire extinguisher | • Pencils |
| • Water bib key | • Duct tape |

3. Incident Command System

- Caution tape
- Masking tape
- First aid backpack/fanny pack (one team member wears it)
- Evacuation Chair (applies to multiple story schools and not to be stored in emergency bin)

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 Position

Access and Functional Needs (AFN) position is responsible for ensuring that the needs of students and others on campus who have disabilities or other access or functional needs are considered throughout the ongoing development and execution of this plan. The AFN Team will coordinate activities with the Operations Section as needed. Planning efforts by this team include ensuring the availability of any necessary supplies and equipment and sharing plans and equipment locations with emergency teams and other staff who will further support the individuals with these needs during an emergency. Resources to support this team's work are available at: <http://achieve.lausd.net/afn>.

Assignments

Access and Functional Needs (AFN) Team Member: ANKERS, ANNE

Backup Access and Functional Needs Position: MCEACHERN, KELLEY

Assembly Location

Inside: Auditorium

Outside: Blacktop by PE Field

Roles and Responsibilities

The AFN position is responsible for ensuring the safety of students and adults with access and functional needs during drills and emergencies and facilitates the planning and preparation for appropriate support. The AFN position directs assistance activities and coordinates with the Operations Section to identify specific disabilities, access and functional needs of the school population, and also considers the potential needs of visitors. The position 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 the Operations Section as needed. 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. The team must also coordinate closely with the Reunion Gate Team

3. Incident Command System

for gate access to safely reunite students with their parents or lawful guardians. This team may include campus aides, and members of the custodial and cafeteria staff.

Assignments

Security/Utilities Team Lead: FORD, TIMOTHY

Backup Team Lead: RODDY, DELVON

Security/Utilities Team Member:

Security/Utilities Team Member:

Team Assembly Location

Inside: MAIN OFFICE

Outside: PE BLACK TOP

Security/Utilities Team Lead

The Security/Utilities Team Lead is responsible for directing team activities and interacting with the Operations Section Lead to identify problems and report status and coordinates appropriate training. The Security/Utilities Team Lead is also responsible for checking with the Operations Lead to ensure that local utility companies (water, electricity, gas, and sewer) are notified of outages and issues 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

3. Incident Command System

- 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 Hazardous Materials (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 the Operations Section. 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 Lead: FORD, TIMOTHY

Backup Team Lead: RODDY, DELVON

Fire Suppression and HazMat Team Member: BRENER, JOEL

Fire Suppression and HazMat Team Member:

Team Assembly Location

Inside: MAIN OFFICE

Outside: PE BLACKTOP

Fire Suppression and HazMat Team Lead

The Fire Suppression and HazMat Team Lead is responsible for directing team activities and periodically interacting with Operations to identify problems and report status. The Fire Suppression and HazMat Team Lead 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 Lead. Specific duties of the members of the Fire Suppression/HazMat Team may include:

3. Incident Command System

- 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 | • Carry bucket or duffel bag with eye protection, flashlight, dust masks, yellow caution tape, and utility shut-off tools |
| • Hard hat, work gloves and personal protective equipment | • Site maps |
| • Fire extinguishers and other fire-fighting equipment | • Absorbent materials |
| • Hand-held two-way radios | • Broom |
| • Master keys on lanyard | • Dustpan |
| • Clipboard with job duties and School/Site Preliminary Damage Report | • 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 the Operations Section Lead. Operations will then relay reports of missing students to the Search and Rescue Team.

Assignments

Assembly Area Team Lead: BELL-MCALISTER, TASHA

Backup Team Lead: ANKERS, ANNE

Assembly Area Team Member: COX, CHRISTOPHER

Assembly Area Team Member:

Team Assembly Location

Inside: MAIN OFFICE

Outside: PE BLACK TOP

3. Incident Command System

Assembly Area Team Lead

The Assembly Area Team Lead is responsible for directing team activities and periodically interacting with Operations to identify problems and report status. The Assembly Area Team Lead is also responsible for collecting the [Missing Persons Report](#) from team members and providing the report to the Incident Commander.

Assembly Area Team Members

The members of the Assembly Area Team are responsible for performing the safe evacuation and accounting of students, staff and visitors 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, stay with their class and are 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 Lead
- 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 Lead: ALTON, NATALIA

Backup Team Lead: RODRIGUEZ, YOLANDA

Request Gate Team Member:

Request Gate Team Member:

Team Assembly Location

Outside: North of Brookhaven Gate

Request Gate Team Lead

3. Incident Command System

The Request Gate Team Lead is responsible for directing team activities and periodically interacting with the Operations Section Lead to identify problems and report status, coordinates appropriate training, and ensures that order is maintained at the Request Gate. The Request Gate Team Lead 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

- | | |
|---|---|
| <ul style="list-style-type: none"> • Keys to the Request Gate • Student lists • Office supplies –pens, paper, clipboards, and summons forms, etc. • Signage for parents specifying the process and information needed for pick-up in the languages appropriate for the school | <ul style="list-style-type: none"> • Sign-making materials, including zip ties and tape • 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 Lead to assist the Request or Reunion Gate Team.
- Ensure that there are enough supplies (pens, forms, clipboards, etc.) for the additional Request Gate Team members so that additional stations can be opened.

3. Incident Command System

- 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 Lead: KORICH, MICHAEL

Backup Team Lead: HURTADO, JAZMIN

Reunion Gate Team Member:

Reunion Gate Team Member:

Team Assembly Location

Outside: North of Brookhaven Gate

Reunion Gate Team Lead

The Reunion Gate Team Lead is responsible for directing team activities and periodically interacting with the Operations Section to identify problems, request additional personnel, report status, and ensure order is maintained at the Reunion Gate. The Reunion Gate Team Lead will refer all media or other outside requests for information to the Public Information Officer. The Reunion Gate Team Lead 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

3. Incident Command System

- 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 Lead

Supplies and Equipment

- Hand-held two-way radios
- Tables and chairs
- Office supplies –pens, paper, clipboards, release forms, yellow tape, hanging clips, etc.
- Student rosters with class schedules
- Flashlights
- Keys to the Reunion Gate
- 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 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 Lead: FORD, TIMOTHY

Backup Team Lead: RODDY, DELVON

Supply/Equipment Team Member:

Supply/Equipment Team Member:

Team Assembly Location

Inside: MAIN OFFICE

Outside: PE BLACKTOP

Supply/Equipment Team Lead

The Supply/Equipment Team Lead is responsible for directing team activities and keeping the Logistics Coordinator informed of overall status. Specific duties of the Supply/Equipment Team Lead 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 periodic inventory of emergency supplies, before and during a disaster
- Advocating for additional supplies before a disaster, as needed

Supply/Equipment Team Members

3. Incident Command System

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 the hygiene team as necessary, to set up and maintain sanitation stations
- Confirming supply/equipment needs for any persons with disabilities, access and functional needs fulfilled
- Controlling conservation of water

Supplies and Equipment for Supply/Equipment Team

- | | |
|--|---|
| <ul style="list-style-type: none"> • Hand-held two-way radio • Keys • Bullhorn • Emergency water supplies - water carriers, cups, hand pumps, etc. | <ul style="list-style-type: none"> • Emergency food supplies • Temporary power supplies • Sanitation supplies • Care and shelter supplies, including mylar blankets and pop-up canopies |
|--|---|

3.12 Hygiene Team

The Hygiene Team works under the Logistics Section Lead and is responsible for providing all necessary sanitation-related support.

Assignments

Hygiene Team Member: FORD, TIMOTHY

Backup Team Lead: RODDY, DELVON

Hygiene Team Member:

Hygiene Team Member:

Team Assembly Location

Inside: MAIN OFFICE

Outside: BLACK TOP

Roles and Responsibilities

The Hygiene Team will oversee and maintain overall cleanliness during emergencies. Specific duties may include:

- Monitor and resupply handwashing stations
- Emptying and cleaning bucket toilets
- Disinfecting equipment

3. Incident Command System

3.13 Transportation Support Position

The Transportation Support position works under the Logistics Section Lead and is responsible for coordinating bus transportation needs from the school if an off-site relocation or other transportation is necessary. Region Operations may also assist with this task. The position needs to also coordinate with the receiving site.

Assignments

Transportation Support Staff Member: ANKERS, ANNE

Backup Transportation Support Staff Member: BELL-MCALISTER, TASHA

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. Incident Command System

3.14 Documentation/Communications Position

The Documentation/ Communications Position works under the Planning and Intelligence Section Lead 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 actions were taken by the school in response to the emergency.

Assignments

Documentation Staff Member: ANKERS, ANNE

Backup Documentation Staff Member: BELL-MCALISTER, TASHA

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 Lead for updates.
- Documenting all communications with the Region Operations Center (ROC) 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.
- Monitoring email, internet, radio, and television news (as available) for general information about the emergency.
- 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 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

3. Incident Command System

- Paper, pens, markers
- Chart paper and/or mobile white board
- AM-FM battery/solar radios
- [School/Site Preliminary Damage Report](#)
- Maps of event by the hour
- Access to Blackboard Connect, internet, cell phones, etc.
- Laptop, Tablet, and/or cell phone with internet access
- Large site map of campus, laminated or covered with plastic
- Map of county or local area

3.15 Staff Accounting Position

The Staff Accounting position works under the Finance & Administration Section Lead 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: ANKERS, ANNE

Backup Staff Accounting Staff Member: BELL-MCALISTER, TASHA

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. Incident Command System

3.16 Cost Accounting Position

The Cost Accounting position works under the Finance & Administration Section Lead 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: ANKERS, ANNE

Backup Cost Accounting Staff Member: BELL-MCALISTER, TASHA

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

3.17 Emergency Supplies and Equipment

It is the responsibility of site administration to develop and implement plans to provide at school 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. Emergency supplies will be maintained in each classroom and in a centralized emergency container outdoors location: BLACK TOP BY BASKETBALL COURTS

3. Incident Command System

Emergency supply checklists are found in the ISSP appendices and the [REF-5451 School Site Emergency/Disaster Supplies](#). Some recommendations regarding emergency food are available in the [Food for Emergencies](#) document.

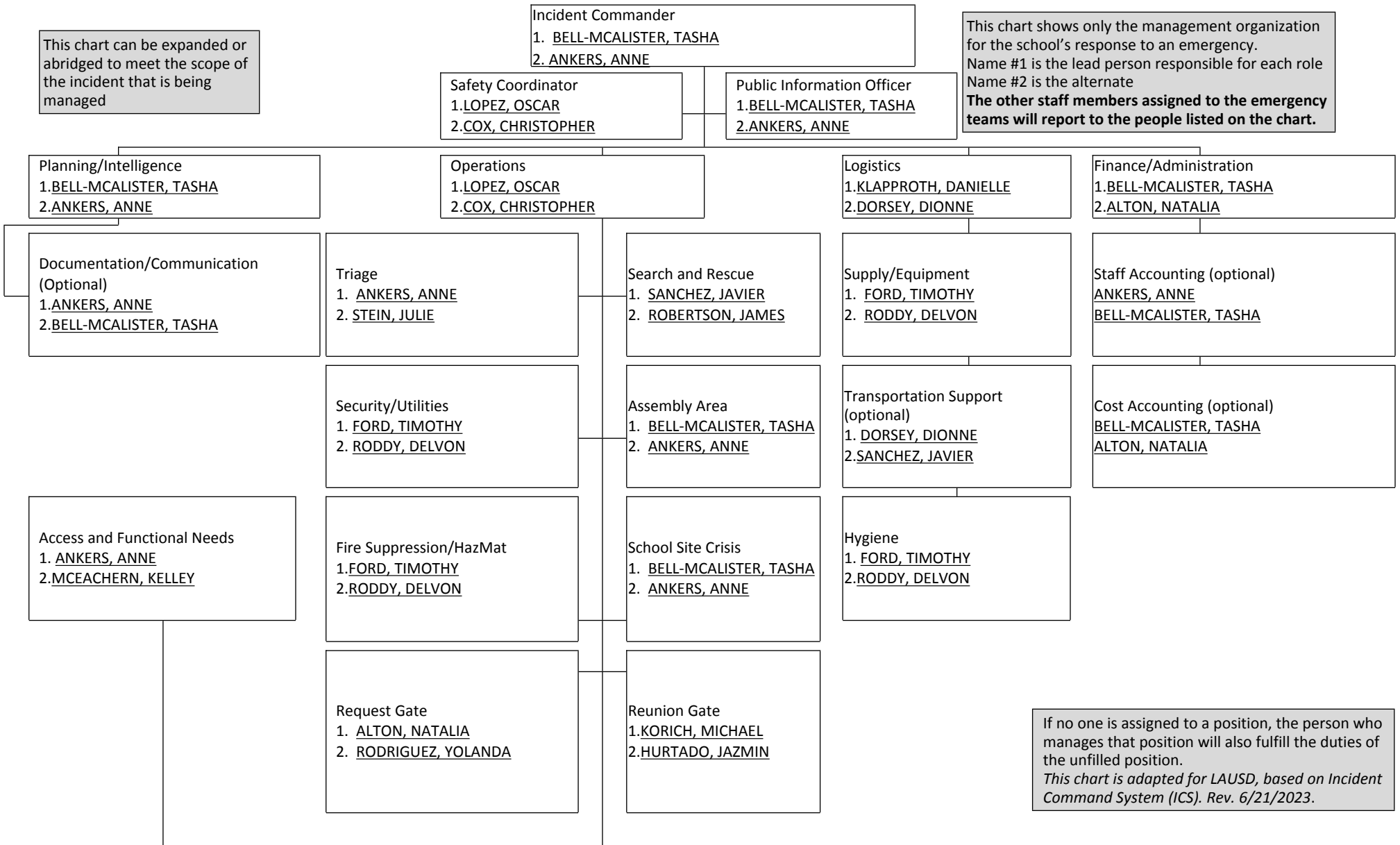
During an emergency, schools may not have access to electronic data and must instead refer to printed records. Schools should be prepared with critical printed materials; these are stored in the School Emergency Response Box (SERB) which is a central location for storing essential student records and other information needed to effectively manage a critical incident. It serves as a central portable emergency repository for critical information that can be easily accessed and used during an emergency or shared with first responders. (Note: The District shares the school's ISSP with local law enforcement agencies as per CA E.C. § 32281.) Please access [REF-5450 School Emergency Response Boxes](#) for more details.

3.18 School ICS Incident Command Team Chart

DANIEL WEBSTER MIDDLE SCHOOL ICS INCIDENT COMMAND TEAM CHART

This chart can be expanded or abridged to meet the scope of the incident that is being managed

This chart shows only the management organization for the school's response to an emergency. Name #1 is the lead person responsible for each role Name #2 is the alternate
The other staff members assigned to the emergency teams will report to the people listed on the chart.



If no one is assigned to a position, the person who manages that position will also fulfill the duties of the unfilled position.
 This chart is adapted for LAUSD, based on Incident Command System (ICS). Rev. 6/21/2023.

3. Incident Command System

3.19 School Site Crisis Team Chart

This chart shows the **School Site Crisis Team organization, with positions, roles and responsibilities. Backup staff are to be identified for each team member in the event of an absence.**

POSITION	ROLES & RESPONSIBILITIES	LEAD	BACKUP
Incident Commander	During a crisis, directs all crisis operations, verifies facts, contacts Region, and coordinates all crisis response & intervention services.	BELL-MCALISTER, TASHA	ANKERS, ANNE
Crisis Team Lead	Coordinates all crisis team response, including triage, assessment, and crisis counseling for students, staff, & parents.	BELL-MCALISTER, TASHA	ANKERS, ANNE
Public Information Officer (PIO)	School spokesperson for an incident. Includes preparing Blackboard Connect and other communications for staff and parents, identification of media locations and updates.	BELL-MCALISTER, TASHA	ANKERS, ANNE
Psychological First Aid	Provides psychological/emotional support and crisis counseling for students, staff, & parents.	LARA, CHRISTIAN	CALAVAN LUZANO, LAUREN
Triage	Ensures supplies are accessible, evacuates and stages supplies, performs triage and provides medical assistance.	ANKERS, ANNE	STEIN, JULIE
Security/Utilities	Ensures school site security, secures gates, and performs short-term repairs and shutoff of utilities, as necessary.	FORD, TIMOTHY	RODDY, DELVON
Request Gate	Processes requests for student pick-up.	ALTON, NATALIA	RODRIGUEZ, YOLANDA
Reunion Gate	Reunites students and parents at Reunion Gate.	KORICH, MICHAEL	HURTADO, JAZMIN
Logistics	Provides all incident support needs such as facilities, transportation, communications, supplies/equipment, and food services; includes adjusting schedules and menus, as needed.	KLAPPROTH, DANIELLE	DORSEY, DIONNE
Documentation/Communications Position	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.	ANKERS, ANNE	BELL-MCALISTER, TASHA

***The designated Crisis Team Lead 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. Backup staff are to be identified for each team member in the event of an absence.

POSITION	ROLES & RESPONSIBILITIES	LEAD	BACKUP
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.	BELL-MCALISTER, TASHA	ANKERS, ANNE
Suicide/Threat Prevention Liaison	<p>This behavioral health professional for <u>student risk assessments</u> supports gathering background information, including interviews and statements with the person(s) of concern, intended target(s), and witnesses. They provide mental health and trauma expertise in working with students and families.</p> <p>The Suicide/Threat Prevention Liaison may include Mental Health Consultant, Psychiatric Social Worker, Pupil Services and Attendance Counselor, Student Support Services Counselor, Psychologist, School Counselor, System of Supports Advisor, Nurse, or other appropriately credentialed behavioral health staff.</p>	LARA, CHRISTIAN	KORICH, MICHAEL
Behavioral Health Professional for Adults	<p>This behavioral health professional for <u>employee risk assessments</u> supports gathering background information, including interviews and statements with the person(s) of concern, intended target(s), and witnesses.</p> <p>If the person of concern is a certificated employee, the behavioral health professional should be a LAUSD SHHS, Counseling, Nursing, or Psychologist Administrator.</p> <p>If the person of concern is a</p>	LARA, CHRISTIAN	KORICH, MICHAEL

3. Incident Command System

	<p>classified employee, associated adult, parent/caregiver, or community member the behavioral health professional may be a Mental Health Consultant, Psychiatric Social Worker, Pupil Services and Attendance Counselor, Student Support Services Counselor, Psychologist, School Counselor, System of Supports Advisor, Nurse, or other appropriately credentialed behavioral health staff.</p>		
<p>LASPD Officer/Law Enforcement</p>	<p>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.</p>	<p>OFFICER KIM</p>	<p>LAPD PACIFIC DIVISION</p>

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 key staff in the event of an emergency:

TITLE	NAME	WORK NUMBER
Principal	BELL-MCALISTER, TASHA	(323) 290-6300
Assistant Principal 1	ANKERS, ANNE	(310) 235-4641
Assistant Principal 2	LOPEZ, OSCAR	(213) 745-1952
Assistant Principal 3		
Assistant Principal 4		
Administrative Assistant	ALTON, NATALIA	(310) 235-4622
Cafeteria Manager	ANAM, TAHARA	(310) 235-4675
Financial Manager	SHAH, FAISAL	(310) 291-0710
Plant Manager	FORD, TIMOTHY	(323) 277-2600
Custodian	FORD, TIMOTHY	(323) 277-2600
Custodian Closest to Site	FORD, TIMOTHY	(323) 277-2600
First Person on Campus in AM	FORD, TIMOTHY	(323) 277-2600
Last Person on Campus in PM	FORD, TIMOTHY	(323) 277-2600

3. Incident Command System

Charter School Emergency Contacts Chart - CITIZENS OF THE WORLD MAR VISTA

This chart provides Emergency Team Contact information used by School Police to contact school site administrators and key staff in the event of an emergency:

Title/Role	Name	Work Number
Principal	LOPEZ, OSCAR	(310) 235-4686
Assistant Principal 1	BAKER, ERIN	(424) 248-0544
Assistant Principal 2		
Administrative Assistant	ALTON, NATALIA	(310) 235-4622
Financial Manager	SHAH, FAISAL	(310) 291-0710
School Nurse or Contact for On-Site Health Emergencies		
First person on campus in AM	FORD, TIMOTHY	(323) 277-2600
Last person on campus in PM	FORD, TIMOTHY	(323) 277-2600

Charter School Emergency Contacts Chart - MAGNOLIA SCIENCE ACADEMY #4

This chart provides Emergency Team Contact information used by School Police to contact school site administrators and key staff in the event of an emergency:

Title/Role	Name	Work Number
Principal	BAKER, ERIN	(424) 248-0544
Assistant Principal 1	LOPEZ, OSCAR	(310) 235-4686
Assistant Principal 2	MONJE, MARIA MEDARDA	(510) 574-6829
Administrative Assistant	ADAMS, TABITHA	(310) 473-2464

3. Incident Command System

Financial Manager	GOUKASSOVA, NATALIA	(310) 235-4600
School Nurse or Contact for On-Site Health Emergencies		
First person on campus in AM	FORD, TIMOTHY	(323) 277-2600
Last person on campus in PM	WASHINGTON, EDWARD	(310) 568-0735

3. Incident Command System

3.22 School ICS and Emergency Teams

Details of team roles and responsibilities are located in the Emergency Teams section of the Online Integrated Safe School Plan.

POSITION	ROLES & RESPONSIBILITIES	SECTION LEAD	BACKUP
Incident Commander	Directs all emergency operations, verifies facts, contacts Region, and coordinates all response actions.	BELL-MCALISTER, TASHA	ANKERS, ANNE
Safety Coordinator	Ensures that all emergency operations are conducted safely.	LOPEZ, OSCAR	COX, CHRISTOPHER
Public Information Officer (PIO)	Official spokesperson for an incident. Prepares Blackboard Connect and other communications for staff and parents, identifies media locations and updates.	BELL-MCALISTER, TASHA	ANKERS, ANNE
Operations Section Lead	Manages all tactical operations at an incident.	LOPEZ, OSCAR	COX, CHRISTOPHER
Planning Section Lead	Collects and evaluates information, analyzing for impact to school.	BELL-MCALISTER, TASHA	ANKERS, ANNE
Logistics Section Lead	Provides all incident support needs such as transportation, communications, supplies/equipment, and food services.	KLAPPROTH, DANIELLE	DORSEY, DIONNE
Finance/Administration Section Lead	Manages all financial aspects and documentation of an incident.	BELL-MCALISTER, TASHA	ALTON, NATALIA

Title/Role	Name
Triage Team	Reports to Operations Section Lead
Team Lead	ANKERS, ANNE
Member 2/Backup Lead	STEIN, JULIE
Member 3	BELL-MCALISTER, TASHA
Member 4	
School Site Crisis Team	Reports to Operations Section Lead
Team Lead	BELL-MCALISTER, TASHA
Member 2/Backup Lead	ANKERS, ANNE
Member 3	LARA, CHRISTIAN
Member 4	CALAVAN LUZANO, LAUREN
Search and Rescue (SAR) Coordinator	Reports to Operations Section Lead
SAR Coordinator	LOPEZ, OSCAR

3. Incident Command System

SAR Backup Coordinator	BELL-MCALISTER, TASHA
Search and Rescue Team 1	Reports to SAR Coordinator
Team Lead	SANCHEZ, JAVIER
Member 2/Backup Lead	ROBERTSON, JAMES
Member 3	LOPEZ, OSCAR
Member 4	JONES, KAREN
Search and Rescue Team 2	Reports to SAR Coordinator
Team Lead	BARRETT, WILLIAM
Member 2/Backup Lead	EMLEY, JAMES
Member 3	MAURICIO, MICHAEL
Member 4	JOYCE, REBECCA
Search and Rescue Team 3	Reports to SAR Coordinator
Team Lead	AVSAR, MUSA
Member 2/Backup Lead	GARCIA, RUDY
Member 3	VELOZ, ELIZABETH
Member 4	
Search and Rescue Team 4	Reports to SAR Coordinator
Team Lead	
Member 2/Backup Lead	
Member 3	
Member 4	
Access and Functional Needs Position	Reports to Operations Section Lead
Primary	ANKERS, ANNE
Secondary	MCEACHERN, KELLEY
Security / Utilities Team	Reports to Operations Section Lead
Team Lead	FORD, TIMOTHY
Member 2/Backup Lead	RODDY, DELVON
Member 3	
Member 4	
Fire Suppression / HazMat Team	Reports to Operations Section Lead
Team Lead	FORD, TIMOTHY
Member 2/Backup Lead	RODDY, DELVON
Member 3	BRENER, JOEL
Member 4	
Assembly Area Team	Reports to Operations Section Lead
Team Lead	BELL-MCALISTER, TASHA
Member 2/Backup Lead	ANKERS, ANNE

3. Incident Command System

Member 3	COX, CHRISTOPHER
Member 4	
Request Gate Team	Reports to Operations Section Lead
Team Lead	ALTON, NATALIA
Member 2/Backup Lead	RODRIGUEZ, YOLANDA
Member 3	
Member 4	
Reunion Gate Team	Reports to Operations Section Lead
Team Lead	KORICH, MICHAEL
Member 2/Backup Lead	HURTADO, JAZMIN
Member 3	
Member 4	
Supply / Equipment Team	Reports to Logistics Section Lead
Team Lead	FORD, TIMOTHY
Member 2/Backup Lead	RODDY, DELVON
Member 3	
Member 4	
Hygiene Team	Reports to Logistics Section Lead
Team Lead	FORD, TIMOTHY
Member 2/Backup Lead	RODDY, DELVON
Member 3	
Member 4	
Transportation Position	Reports to Logistics Section Lead
Primary	DORSEY, DIONNE
Secondary	SANCHEZ, JAVIER
Documentation / Communication Position	Reports to Planning Section Lead
Primary	ANKERS, ANNE
Secondary	BELL-MCALISTER, TASHA
Staff Accounting Position	Reports to Finance/Admin Section Lead
Primary	ANKERS, ANNE
Secondary	BELL-MCALISTER, TASHA
Cost Accounting Position	Reports to Finance/Admin Section Lead
Primary	BELL-MCALISTER, TASHA
Secondary	ALTON, NATALIA
Manager of School Emergency Response Box	Delivers Box Contents to Command Post As Needed
Primary	ALTON, NATALIA

3. Incident Command System

Secondary	BECKER, ETHAN
------------------	---------------

4. Training and Exercises

4. Training and Exercises

4.1 Training and Exercise Expectations

All school staff shall be trained on the plan (CA E.C. § 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. 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. Training and Exercises

4.1.2 Every School Safe: Training Certification Table

This school year, our school has conducted the following mandated safety training modules:

Training Module Topic	Audience	Enter Training Date	Resources	Contact
Grooming Awareness (8/14-9/14) Due 9/14	All school employees	8/22/2023	Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
	Parents	8/31/2023		
	Students- Secondary and DACE students only	8/29/2023		
Suicide Awareness and Prevention (9/15-10/13) Due 10/13	All school employees	8/22/2023	Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
	Parents	8/31/2023		
	All Students	8/29/2023		
Emergency Readiness (ISSP Public Meeting and School Emergency Team Assignments and Duties Training) Due 10/13	All school employees (School Emergency Team Assignments and Duties Training)	8/22/2023	Principal's Portal	Office of Emergency Management 213-241-3889 oem@lausd.net
	Parents/community (ISSP Public Meeting)	8/31/2023		
Substance Use Awareness/Fentanyl (10/16-11/14) Due 11/14	All School Employees	8/22/2023	Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
	Parents	8/31/2023		
	Students- Secondary and DACE students only	8/29/2023		
School Violence Prevention (11/15-12/15) Due 12/15	All School Employees (Active Shooter)	8/22/2023	Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
	Parents (School Safety)	8/31/2023		

4. Training and Exercises

	All Students (School Safety)	8/29/2023		net
Cybersecurity (1/8-1/31) Due 1/31	Parents	8/31/2023	Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
	All Students	8/29/2023		
Conducting Investigations on Alleged Employee Misconduct (2/1-2/29) Due 2/29	School Administrators	8/29/2023	Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
Online Digital Grooming Awareness (3/1-3/22) Due 3/22	All School Employees	8/22/2023	Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
	Parents	8/31/2023		
	All Students	8/29/2023		
Breaking the Silence Child Abuse Awareness (4/2-4/30) Due 4/30	All School Employees	8/22/2023	Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net

4.2 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 Office of Emergency Management (OEM) website.

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 Districtwide Exercises](#) has more information on emergency response actions and required emergency drills. Emergency procedures are also in the [Emergency Classroom Quick Guide](#). The principal should ensure these are reviewed and posted in all classrooms, offices and common areas.

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
<i>Fire</i>	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.
<i>Lockdown</i>	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.
<i>Earthquake (Drop, Cover, Hold On)</i>	Once per month at minimum, including summer school.	Once per month at minimum, including summer school.	Once per month at minimum, including summer school.
<i>Shelter in Place</i>	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.)

Classroom Actions:

4. Training and Exercises

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.

4. Training and Exercises

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 and 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, recess, 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 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

Classroom Actions:

4. Training and Exercises

(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](#).)

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 and follow the lockdown actions described below.
4. Move students to the most protected areas in the room and lock the door.
5. Have students stay away from doors and windows and sit on the floor (in some instances).
6. Close and lock all doors and windows. Cover all windows, including those in the door or adjacent sidelights by lowering blinds, closing slots, drawing curtains, or covering with paper.
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 with all doors and windows locked, window blinds drawn, and lights off 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.

4. Training and Exercises

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 Radio Communications Test

Radio communications tests take place on the third Tuesday in October and the third Tuesday in March each year 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.

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.

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 OEM [Drills and Exercises](#) webpage. Schools should be very familiar with the Radio Tree and participate in the radio test each semester. After participating in each semester's radio test, schools are required to complete the evaluation: <http://emergencydrills.lausd.net>.

5. Authorities and References

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 E. C. §§ 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 E. C. §§ 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 E. C. § 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 E.C. § 32040 - Requires each school to have a first aid kit.

5. Authorities and References

California E. C. § 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 E. C. § 215 - 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 C.C.R. 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 C.C.R. Title 8 Section 3221 - sets forth the procedures for Fire Protection Systems.

California C.C.R. 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 Office of Emergency Management website: [LAUSD Emergency Documents](#).

6. Functional Annexes

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 and that 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.

Emergency procedures are also in the [Emergency Classroom Quick Guide](#). The principal should ensure these are reviewed and posted in all classrooms, offices and common areas.

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 Districtwide 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 another 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 Lead.

6. Functional Annexes

4. The Assembly Area Team Lead 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 Lead will compile a master accounting of all persons on campus and make reports available to the Operations Section Lead 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 or designee) 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 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 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 emotional 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.

6. Functional Annexes

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 an evidence-informed supportive strategy 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, Region, 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 Region, 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 Region 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: Region Crisis Response

The school site administrator/designee contacts the Region Operations Administrator(s) 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 Region 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 Region Operations Administrator(s), 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 or designee activates the school ICS Team, including the School Site Crisis Team, which has primary responsibility for

6. Functional Annexes

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 Region Administrator of Operations and/or Operations Coordinator and request additional resources, as necessary.
5. The Incident Commander will direct the Planning and Intelligence Team Lead or other authorized user to open or update an iSTAR 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, school climate advocate, 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.

6. Functional Annexes

- 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 Region Operations , or the Student and Family Wellness Hotline at (213) 241-3840.
- 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 Region Operations or the Student and Family Wellness Hotline at (213) 241-3840.
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. Region Operations 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

6. Functional Annexes

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 to the school community. The impact to the school may be affected by the degree to which the individual 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 First Aid
- 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/13141#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/behavior 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 may also show their feelings in nonverbal ways, such as increased behavioral problems or increased withdrawal.

6. Functional Annexes

- 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 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.
 - 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 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. Functional Annexes

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 may use other means of communication, such as broadcasting on the two-way radio. Classrooms should implement drop, cover, and hold on when they feel the shaking of an earthquake, even if there is no announcement. The Incident Commander (principal or designee) 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 who have 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 their 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 or designee) will use other means of communication. The principal or designee 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

6. Functional Annexes

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, EpiPen 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 when directed by law enforcement and is necessary to prevent the perpetrator from entering any occupied campus areas. During a lockdown, students are to always remain in locked classrooms or designated safe locations.

This action secures 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 or designee) will use other means of communication, such as broadcasting on the two-way radio or using runners, if it is safe to do so. The principal or designee 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 and windows, and sit on the floor (in some instances). Cover all windows,

6. Functional Annexes

including those in the door or adjacent sidelights, by lowering blinds, closing slots, drawing curtains, or covering with paper.

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) and follow the listed lockdown actions above. 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. Turn off lights, power equipment, appliances, and silence cell phones.
5. Teachers and students will remain in the classroom or secured area with all doors and windows locked, window blinds drawn, and lights off until further instructions are given by the principal or designee or law enforcement.
6. 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.
7. 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.
8. The Incident Commander will make appropriate notifications to the District and parents.
9. 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 [BUL-5469 LAUSD Lockdown and Rapid Relocation Procedures for All Schools](#).

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
- Region Operations
- Blackboard Connect messages to parents and/or staff
- Incident System Tracking Accountability Report (iSTAR)

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:

6. Functional Annexes

- Continues to shoot others
- Actively seeks or attacks others
- Has access to additional victims

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 a field 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.

6. Functional Annexes

- 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 Region Operations Coordinator will:
 - Connect with the School Incident Commander in person, by phone or radio and provide resources from the Region that might include the following:
 - Dispatch the Region 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 Region 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 Region office.
 - Assist with reunification.
 5. The Triage Team will work with first responders and local authorities to ensure wounded 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 Lead or another authorized user to open an iSTAR 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 when authorities have determined that it is unsafe to remain on the campus and evacuation to an off-site relocation site is required and the below procedures do not apply during an active shooter incident, a tsunami, or large hazardous materials release all of which require more specialized procedures.

Relocation Procedures

1. The principal or designee becomes the Incident Commander and activates the school ICS Team., The Incident Commander will collaborate with the Region, LASPD, and local authorities to 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 required primary and back-up off-site relocation sites are indicated on the Vicinity Map

6. Functional Annexes

in the Integrated Safe School Plan. Teachers and students will stay together during the evacuation.

2. The Incident Commander will decide if it is more efficient to have classes systematically report first to a gathering point/staging area on campus, such as the auditorium, and evacuate everyone off the campus from that single location.
3. The Incident Commander will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal or designee) will use other means. The principal or designee 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 (or to the staging area, if evacuation will be by school bus instead of walking). Students are to remain with their teacher. Teachers are to lock the classroom after all students have exited."
4. 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.
5. 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.
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 to provide a greater level of protection from airborne contaminants in outside air 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

6. Functional Annexes

students within a building. However, students in bungalows and buildings with exterior passageways will have to remain in the classroom.

For situations that do not require the protective actions listed under Shelter in Place, a principal can implement an "Indoor Activities Schedule" to minimize outdoor student activity and to further protect school community from environmental discomforts. An Indoor Activities Schedule may be implemented at any time and for any reason that meets the needs of the school. 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](#).

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 or designee) will use other means of communication, i.e., sending messengers to deliver instructions. The principal or designee 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, their names, and the names of any student who are not accounted for.
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 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.

6. Functional Annexes

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 custodial adult 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 to be escorted to the Reunion Gate.
5. The Reunion Gate Team will check parent/guardian identifications, confirm student identity 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 be informed of their child's condition away from others. 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.

7. Threat and Hazard-Specific Annexes

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.
4. The School Incident Commander activates the Incident Command (ICS) Team.

The Planning and Intelligence Team Lead will:

- Notify the Region 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.

7. Threat and Hazard-Specific Annexes

The Operations Team Lead 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.

7. Threat and Hazard-Specific Annexes

- 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 Region Operations Coordinator will:
 - Connect with the School Incident Commander in person, by phone or radio and provide resources from the Region that might include the following:
 - Dispatch the Region 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 Region 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 Region 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 Lead or another authorized user to open an iSTAR 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. Threat and Hazard-Specific Annexes

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 [Section 7.4 Biochemical/Hazardous Materials](#) 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 [Section 7.4 Biochemical/Hazardous Material](#)).
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 Region Administrator of Operations and/or Operations Coordinator of the incident. A Region representative will call the Region Public Information Officer 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. Notify OEHS if it is a fuel or chemical spill and M&O if building or site damage.
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 Lead or another authorized user to open an iSTAR 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. Threat and Hazard-Specific Annexes

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, LA City Animal Services (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 Lead or another authorized user to open an iSTAR 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 to 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. Threat and Hazard-Specific Annexes

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 Region 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 Lead or another authorized user to open an iSTAR 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

7. Threat and Hazard-Specific Annexes

- 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 Region 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 Lead or another authorized user to open an iSTAR 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. uniforms, extra clothing, 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 [Section 6.10 Shelter in Place](#) procedures.
 3. The Incident Commander will call the Office of Environmental Health and Safety (OEHS) at (213) 241-3199 and will provide the nature of emergency.
-

7. Threat and Hazard-Specific Annexes

4. The Incident Commander will monitor local news for information about the incident and notify the South Coast Air Quality Management District (SCAQMD) at 1-800-CUT-SMOG or 1-800-288-7664.
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 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.

7.5.1 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 or designee and remain with the children until further instructions are received from the principal or designee.
6. The principal or designee will notify the Region 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 enroute to school, continue to pick up students.
 - If dropping students off, continue to do so, provided there is a responsible adult at the bus stop 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.

7.5.2 Bus Flood/Flash Flood Procedures

1. The driver will NOT drive through flooded streets and/or roads.

7. Threat and Hazard-Specific Annexes

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 will update the school principal or designee and bus supervisor.
5. The principal or designee will notify the Region 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.

7.5.3 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 Region 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 on the incident.

7.6 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

7. Threat and Hazard-Specific Annexes

demonstration as it passes by a school. Information is available in [BUL-6320.2 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 Region 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 Lead or another authorized user to open an iSTAR 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. Threat and Hazard-Specific Annexes

7.7 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 [BUL-5798 Workplace Violence, Bullying and Threats \(Adult-to-Adult\)](#) and [BUL-5799.1 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 Region 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 Lead or another authorized user to open an iSTAR 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.

7.8 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.

7. Threat and Hazard-Specific Annexes

Online training about earthquakes is available on MyPLN in courses STEPS 202 and 402. Other resources are available through the [OEM](#) and [STEPS](#) websites.

7.8.1 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 stations, 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 Region Administrator of Operations and/or Operations Coordinator to determine additional actions that may be necessary. If the [School Emergency Status Report](#) (SESR) is activated, school conditions will be reported through this tool. Region 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 Region 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

7. Threat and Hazard-Specific Annexes

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 another authorized user to open an iSTAR 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.

7.8.2 Earthquake during Non-School Hours Procedures

Note: These procedures should be followed only when some staff is on campus.

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 Region 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 Region 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 Region Administrator of Operations.

7.9 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.

7.9.1 Explosion on School Property Procedures

1. In the event of an explosion, all persons should initiate Drop, Cover and Hold On or Take Cover if outdoors in an open area.
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 and OEHS at (213) 241-3199 to provide the exact location (e.g., building, room, area) and nature of emergency.

7. Threat and Hazard-Specific Annexes

3. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident. The Region office will inform the Region Public Information Officer of 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 Lead or another authorized user to open an iSTAR 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 Lead 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 Region 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. Threat and Hazard-Specific Annexes

7.9.2 Risk of Explosion on School Property Procedures

1. If a school is notified by authorities of the risk of an explosion, 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 Region 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 Lead 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 Lead or another authorized user to open an iSTAR 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 Region 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.

7.9.3 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.

7. Threat and Hazard-Specific Annexes

3. The Incident Commander will take further actions as needed or advised by authorities.
4. The Incident Commander will notify the Region 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 Lead or another authorized user to open an iSTAR 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.

7.9.4 Nuclear Blast or Explosion Involving Radioactive Materials Procedures

A nuclear blast is characterized by a sequence of intense light and heat, air pressure waves, expanding fireball, and subsequent radioactive fallout. More information about incidents involving radioactive material is available in the resource [In The Event of a Nuclear Incident: A Reference for Schools](#) and 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 prompt 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; cover windows, 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 Region 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 Lead or another authorized user to open an iSTAR on the incident.
10. The Incident Commander or Public Information Officer will monitor local news outlets and initiate further actions as appropriate.

7. Threat and Hazard-Specific Annexes

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 Department of Public Health or other appropriate agency ends the Shelter in Place or issues relocation instructions. Authorities may advise relocation.
13. The Planning and Intelligence team will complete a [School/Site Preliminary Damage Report](#) and transmit it to School Police and the Region 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.

7.9.5 Explosive Device Threat and Suspicious Package

Response to an explosive device 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](#).

7.9.6 Explosive Device 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 [Explosive Device Threat Form](#) to gather and record information about the call.

Explosive Device Threat Form Questions include:

- Where is the explosive device (building, location)?
- When is it going to explode?
- What kind of explosive device is it? What does it look like?
- Who set the explosive device? Why was the explosive device set?
- What can we do for you to keep the explosive device 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

7. Threat and Hazard-Specific Annexes

- Slurred/impaired speech
 - Recorded/disguised voice
 - Familiarity
 - Irrational/incoherent
 - Background Noise:
 - Traffic
 - PA System
 - Typing
 - 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 Region 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 Lead or another authorized user to open an iSTAR 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 explosive device 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.

7. Threat and Hazard-Specific Annexes

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 Explosive Device Threat Report.

7.9.7 Suspicious Package Procedures

1. If a suspicious package or other object is found on or adjacent to campus, the principal or designee 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 Region 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 Lead or another authorized user to open an iSTAR 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 Explosive Device Threat Report.

7. Threat and Hazard-Specific Annexes

7.10 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.

7.10.1 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 Region Administrator of Operations and/or Operations Coordinator of the fire. Region personnel will contact the Region Public Information Officer 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 at (213) 214-3199 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 Lead or another authorized user to open an iSTAR on the incident.
12. If needed, the Logistics Team Lead 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 Region Administrator of Operations will determine if the school opens the following day.

7. Threat and Hazard-Specific Annexes

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 Region 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.

7.10.2 Fire in Surrounding Area Procedures

This procedure addresses a fire discovered in an area adjoining the school or a wildfire that impacts 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 principal may 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. In addition, the principal can determine air quality by accessing the Los Angeles Unified Know Your Air Network. The network consists of 200 air quality sensors deployed at school sites and facilities throughout the entire 710 square-mile district to show local conditions in real time. Every school in Los Angeles Unified has a network sensor nearby (within approximately 1.6 miles), allowing all schools to determine air quality by looking at the nearest sensors. The network can be accessed at <https://achieve.lausd.net/knowyourairnetwork>.
7. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident. Region personnel will call the Region Public Information Officer with information on this situation.
8. 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.
9. The Incident Commander will notify OEHS at (213) 241-3199 of the fire.
10. 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.

7. Threat and Hazard-Specific Annexes

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 Incident Commander or Public Information Officer will monitor local news outlets and initiate further actions as appropriate.
12. The Incident Commander will notify and update parents via Blackboard Connect.
13. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
14. If needed, the Logistics Team Lead will notify Bus Dispatch 1-800-LABUSES to request buses for staff and student evacuation.
15. The Incident Commander will initiate a Relocation if warranted by changes in conditions.
16. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will update the school community.

7.11 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 or (213) 241-6419
 - District Nursing Services (213) 202-7580
 - Region Administrator of Operations and/or Operations Coordinator
3. The Planning and Intelligence Team Lead will make a list of all potentially affected students and staff and provide the list to responding authorities.
4. The Triage Team and/or school nurse will assess the need for medical attention and provide medical assistance as appropriate.

7. Threat and Hazard-Specific Annexes

5. The Planning and Intelligence Team Lead 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 Los Angeles 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 Lead or another authorized user to open an iSTAR 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 the Food Services Division 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.

7.12 Public Health Emergency

The District's pandemic strategic plan is available here: [LAUSD COVID-19 Compensatory Education Plan](#).

A Public Health emergency involves an infectious disease outbreak or a pandemic which requires 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 and Student Medical Services at (213) 202-7590. 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 crises and will work cooperatively with the Health Officer to prevent, mitigate, and respond to cases. The Health Officer and Public Health

7. Threat and Hazard-Specific Annexes

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, virtual 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 webpages, 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 vaccinated. Vaccination 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

7. Threat and Hazard-Specific Annexes

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 common for that outbreak, 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 practice thorough and frequent 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 Sharps 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 planning for an outbreak, schools can use the [Continuity of Service Form](#). Once the template has been filled out for all critical employees and functions, 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](#).

7. Threat and Hazard-Specific Annexes

Activate the school's Continuity of Service Plan in the event of a wide-scale or pandemic-related 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 if students and staff are 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 coworkers.

Once the school's Continuity of Service Plan has been completed/updated for all critical employees and functions, 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, online resources, reading activities, writing assignments, and worksheets. 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 schoolbooks 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 learning remotely. There may

7. Threat and Hazard-Specific Annexes

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. When the risk subsides, the District will consider Public Health guidance, scientific research, and local-level factors to implement a partial, incremental, or total return to normal operations. Any such decisions will be communicated to and coordinated with regional leadership 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 an ISSP review to update staffing and ensure that everyone with an emergency role will be working in person.
- Develop contingency plans 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 any designated outdoor isolation/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.

7. Threat and Hazard-Specific Annexes

- 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 PPE for any parents/guardians who show up to collect their child 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, OEM and the Region 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:

- Collection and submission of data on the numbers of students who are ill with a given disease.
- Visitation by LACDPH, which may visit schools to evaluate the implementation of Health Officer Orders and guidelines.

7. Threat and Hazard-Specific Annexes

They 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.

7.13 Suicide Risk and Self-Injurious Behavior

Procedures for Responding to Students who Exhibit Suicidal Ideation/Behavior

For support and consultation, contact Student and Family Wellness Hotline at (213) 241-3840 Monday - Friday. See [BUL-2637.4 Suicide Prevention, Intervention, and Postvention \(Students\)](#) for more information.

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 the Suicide/Threat Prevention Liaison (STPL) immediately or as soon as practically possible. For example, do not wait until the end of the day or leave a note, send an email, 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 that 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 and others.

C. Assess for Suicide Risk

1. The administrator/designee, crisis team member, or designated STPL should gather essential background information that will help assess the student's risk for suicide (e.g., what the student said or did, information that prompted concern or suspicion, copies of

7. Threat and Hazard-Specific Annexes

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 [BUL-2637 Attachment B-Suicide Risk Assessment](#).
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 Region School Mental Health Team or the Student and Family Wellness Hotline 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 (CA WIC 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 [BUL-2637 Attachment K – Student Re-Entry Guidelines](#). Complete and provide [BUL-2637 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 [BUL-2637 Attachment G-Suicide Prevention Awareness for Parents/Caregivers and/or Attachment H-Self-Injury Awareness for Parents/Caregivers](#).

7. Threat and Hazard-Specific Annexes

7. Obtain parent/guardian permission to communicate with outside mental health care providers regarding their child using [BUL-2637 Attachment J-Parent/Guardian Authorization for Release/Exchange of Information](#).
8. If necessary, obtain parent/guardian consent to search using the template in [BUL-2637 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 [BUL-2637 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 [BUL-2637 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 [BUL-2637 Attachment E-Adult Gatekeeper](#) handout and inform parent/guardian that identified adults may receive Attachment E handout, as appropriate.
 - c. Provide and review [BUL-2637 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 [BUL-2637 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 [BUL-2637 Attachment K-Student Re-entry Guidelines](#) for a checklist of action items to consider and [BUL-2637 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 [BUL-2637 Attachment S-Suicide Risk Assessment FAQs](#).

7. Threat and Hazard-Specific Annexes

- 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 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 [BUL-2637 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 [BUL-2637 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 [BUL-2637 Attachment C1-Directions on How to Complete the Summary of Relevant Student Information](#).

7. Threat and Hazard-Specific Annexes

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 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 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 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 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 iSTARs with the issue type "Suicidal Behavior", see [BUL-2637 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 team who does not have reporting access to iSTAR, the School Site Crisis Team member should complete [BUL-2637 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

7. Threat and Hazard-Specific Annexes

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 [BUL-2637 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 bonding 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**

7. Threat and Hazard-Specific Annexes

People who harm themselves often do so while under the influence of alcohol or drugs.

C. Protocol for Responding to Self-Injury

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 [BUL-2637 Attachment H- Self-Injury Awareness for Parents/Caregivers](#). For handouts in additional languages, visit the [SMH Self-Injury Resources](#) webpage.
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 [BUL-2637 Attachment D1-D4-My Safety Plan](#).
10. Notify identified adults in the safety plan and provide [BUL-2637 Attachment E-Adult Gatekeeper handout](#).
11. Provide resources. See [BUL-2637 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

7. Threat and Hazard-Specific Annexes

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/guardian 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 psychoeducation, 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 [BUL-2637 Attachment N-Sample Letter to Parent/Guardian RE: Self-Injury](#).

Consult and work with the Region Public Information Officer (213) 241-6766 for dissemination of information regarding a parent/guardian meeting or other media matters, as needed.

7.14 Threat to Self/Others

For support and consultation, contact the Student and Family Wellness Hotline at (213) 241-3840 Monday-Friday. After hours, contact the Los Angeles School Police Department at (213) 625-6631.

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 as possible 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 may have gone into the planning.

7. Threat and Hazard-Specific Annexes

The primary purpose of a threat assessment is to determine if a person(s) 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., Region, 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 the Suicide/Threat Prevention Liaison (STPL) 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., Region, SMH, Student Discipline and Expulsion Support Unit) and parents/guardians, as soon as practically possible.
7. Engage the School Site Crisis Team and STPL 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 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

7. Threat and Hazard-Specific Annexes

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 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. Another designated staff member should supervise the involved student, 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 interviews, if appropriate, make sure to warn the intended target of the threat and/or take reasonable steps to protect the threatened individual 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 Region 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.

7. Threat and Hazard-Specific Annexes

- 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. School officials may 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

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 Suicide/Threat Prevent Liaison
- Behavioral Health Professional (e.g., PSW, PSA, School Psychologist, School Counselor, Nurse, SSS Counselor)
- LASPD Officer/Law Enforcement

Some optional members might also include:

- Region Operations Coordinator
- Teacher
- 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), as deemed appropriate by the administrator/designee

The person of concern, the targeted individual, 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

7. Threat and Hazard-Specific Annexes

- 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 Threat Assessment Team (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 taken, immediate action, and long-term action, 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.
 - 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

7. Threat and Hazard-Specific Annexes

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 instructions provided by the child protective services agency personnel.

3. Duty to Protect

Mental health professionals have a "duty to protect" a potential victim of serious threat of physical violence and to notify the police (CA CC § 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, 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

7. Threat and Hazard-Specific Annexes

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 in 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 an iSTAR 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 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

7.15 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 shaking event has occurred and generated a tsunami. Schools located inside the known tsunami inundation area have a Tsunami Annex for their ISSP. All of the identified schools have been issued weather alert radios that send out tsunami advisories from the National Oceanic and Atmospheric Administration (NOAA). 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. If on a field trip, this duty is a responsibility of the lead teacher or administrator in charge of the field trip. 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 school 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 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 for a field trip 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 Region Administrator of Operations and/or Operations Coordinator of the incident. Region staff will inform the Region Public Information Officer 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 Lead or another 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.

7. Threat and Hazard-Specific Annexes

* The above procedures are also followed for field trips on or near the beach if there is a threat of a tsunami.

7.16 Utility Failure

A utility failure is a situation involving a loss of water, power, or other utilities on school grounds.

7.16.1 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 Section 7.10 Explosion/Risk of Explosion on School Property.
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 Region 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 Lead or another authorized user to open an iSTAR 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.

7.16.2 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

7. Threat and Hazard-Specific Annexes

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 in 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 [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. Logs must 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) 728-9922
 - Los Angeles City Fire Department (Los Angeles) (213) 978-3800
 - Los Angeles County Fire Department (323) 881-2455

7. Threat and Hazard-Specific Annexes

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, which 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.

7.16.3 Loss of Power Procedures

The following are concerns that need to be addressed at a school that has lost electrical power.

1. **Lights** - Schools are built to take advantage of natural light. Classrooms often have one wall of windows, so there should still be visibility, even without electric lights. Classroom emergency kits typically include flashlights that can provide additional illumination. In many cases, the loss of electricity is minimally disruptive to 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 and rechargeable portable power stations are also used to supplement battery-powered medical devices for students with special needs.

In a prolonged power outage, the Maintenance and Operations Branch provides 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. **Students on Ventilators** - The students who use ventilators are provided with a small, portable generator rechargeable portable power stations to keep the ventilator battery charged 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 Management at 213-241-5337.
3. **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

7. Threat and Hazard-Specific Annexes

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, and 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. Logs must 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) 728-9922
- Los Angeles City Fire Department (Los Angeles) (213) 978-3800
- 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 that they abided by the Fire Code.

4. **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 Supervisor. They can arrange for food to be brought in from an off-site location. In a prolonged power outage, the Maintenance and Operations Branch will 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.

7.16.4 Loss of Communications Procedures

Schools regularly communicate with staff, parents, and other schools/offices using a variety of methods. Back up methods of communicating must be identified for each system in case a primary communication system is not functioning. Communications systems may be inoperable or have intermittent service due to an issue that impacts only that system, result from an emergency or disaster that causes an outage of communications, or due to system overload when too many people try to use a system following a disaster. During some types of large emergencies/disasters, multiple communications systems may be down or unreliable.

A best practice is to send important communications by multiple methods (for example a voice message and a text or a newsletter that is emailed to parents and a hard copy sent home with students). It is essential to use multiple communications methods during a disaster to increase the likelihood that critical information is successfully received. The table below identifies some methods of communications commonly used by schools and which can be incorporated in a school's plan for loss of communication.

During a disaster, phone line and other communications systems use should be limited to essential information to minimize system congestion. Internet service and other data storage

7. Threat and Hazard-Specific Annexes

systems may also be unavailable during a disaster. Schools should maintain a list of key contacts downloaded onto devices and multiple copies of printed contact lists in the School Emergency Response Box.

Common School Communications Methods:

Communication Method	Information Types
Landline telephone	Live voice calls; recorded voice messages
Email	Written messages; digital print materials
Public address system	Live voice broadcast information to campus groups
Two-way radio	Live voice information to select campus group; emergency communications between designated schools and with LASPD; see the Emergency Radio Communications Reporting Tree for more details
Bull horn	Live voice information to campus group
Printed materials	Distributed in person
Runners/messengers	Live messages or distribution of printed materials
Cell phones	Live voice calls; recorded voice messages; text messages
LAUSD and school websites	Schedules and digital materials including policy, protocol, and other information
Blackboard Connect	Automated outbound voice messaging, email, or text messaging to larger distribution groups
Social media	Written messages; digital print materials

Additional considerations for communications methods:

1. **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 analog phone line that does not go through the PBX. If the PBX system fails, the fax line will still work, and schools should keep a single-line phone handset that can be plugged into this line during a loss of power or loss of phone lines. 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.

If a school must relocate off campus during an emergency, it can forward the main school number to an administrator’s cell phone if possible. This will allow the school to still receive incoming calls from the school’s landline phone.

An increasing number of schools have telephones that operate using Voice Over Internet Protocol (VOIP) systems. These phones, and other equipment that uses VOIP, may not function during a loss of internet service.

Additionally, schools may be able to use cloud-based telephone services using Amazon Connect, provided by the District. This allows the District to set up or forward critical phone numbers, including our schools’, to the cloud in the event of a local emergency or

7. Threat and Hazard-Specific Annexes

service disruption. School staff can take Amazon Connect calls from anywhere in the world using a computer or Chromebook with an internet service.

2. **Blackboard Connect Mass Notification** - The Blackboard Connect mass notification system is capable of sending voice, email and text messages during normal school operations. When a school experiences a loss of communication systems such as phones/internet, communications can still be sent through Blackboard Connect.

If only an internet connection is available, a Blackboard message can be created and sent. Email and text messages can be added to the message following the normal procedures. If a voice message is also desired, two options are available. The first is to utilize the text-to-speech function and to enter the script for the message into Blackboard. The system will then read the script when the message is delivered. This can be done for any of the languages. The second option is to record the audio message and to upload the file into the Blackboard message. If the audio can be recorded directly onto the device being used to setup the message (computer or smartphone), this will eliminate the need to transfer the audio file to a second device (e.g., recording the message on a smartphone and setting up the message on a computer requires that the audio file be transferred to the computer [via email or text]). Blackboard messages can be set up on a Smartphone with internet connectivity using the phone's browser (www.blackboardconnect.com).

If no internet connection is available but access to any phone is available, a message can be sent out using the Blackboard Dial-In Messaging Card. Each Blackboard Connect user account has the option to create a Dial-In Messaging Card with PIN security (Visit <https://bbc.lausd.net> and click on the "Dial-In Messaging Tutorial" FAQ for instructions on using the Dial-In Messaging Card).

3. **Two-Way Radios (Internal School Communications and External Emergency Communications)** - Each school has a two-way radio system that allows the school to communicate with people on that campus for daily, ongoing critical communications, and during emergencies with a neighboring campus, and directly or indirectly with School Police. Systemwide failure of the radio network is possible, but less likely to fail in an emergency than landline or cellular phones. The radios are battery powered and will still operate during a power outage or when phone systems are down. As long as the radio batteries are charged and working, schools will be able to communicate within their campus or to a nearby campus or with School Police. Schools should keep extra radio batteries, a spare radio charger and a portable power pack with the school's emergency equipment.

Plan for a Loss of Water:

Toilets: Waste baskets lined with trash liners. Toilet paper rolls

Drinking Water: Emergency water barrels located in emergency bin .

Food Service: 1 1/2 days of food in cafeteria. Crackers and peanut butter in emergency bin .

7. Threat and Hazard-Specific Annexes

Fire Suppression System (if applicable): Fire extinguishers are transported to the emergency assembly area by electric cart.

Plan for a Loss of Electricity:

Ventilation: We have an emergency generators

Electric Lights: 2 halogen lights

Plan for a Loss of Natural Gas:

Food Service: 1 1/2 days of food in cafeteria. Crackers and peanut butter in emergency bin.

Plan for a Loss of Communication:

Telephone Service: Staff cell phones

Intercom: PA system

7. Threat and Hazard-Specific Annexes

7.17 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](#).

7.17.1 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 Activities 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. The principal may 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](#).
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 Region Administrator of Operations and/or Operations Coordinator of the emergency situation. Region 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 school 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 Lead or another authorized user to open an iSTAR on the incident.
11. The Incident Commander will notify and update parents via Blackboard Connect.

7. Threat and Hazard-Specific Annexes

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.

7.17.2 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 sandbags 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, dining table umbrellas, 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. Threat and Hazard-Specific Annexes

7.17.3 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 Indoor Activities Schedule, 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." NOTE: The principal may 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](#).
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 Region Administrator of Operations and/or Operations Coordinator of the emergency situation. Region personnel will call the Region Public Information Officer 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 Lead or another authorized user to open an iSTAR 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.

7. Threat and Hazard-Specific Annexes

12. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.17.4 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. For information specifically geared towards employees, the California Division of Occupational Safety and Health provides a website with valuable information to help protect employees from heat-related illnesses at <http://www.dir.ca.gov/DOSH/HeatIllnessInfo.html>.

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

7.17.5 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

7. Threat and Hazard-Specific Annexes

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, update school website, and school social media accounts to notify parents
- Notify Region 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

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
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
Region East - LAUSD	(323) 224-3100
Region North - LAUSD	(818) 654-3600
Region South - LAUSD	(310) 354-3400
Region West - LAUSD	(310) 914-2100
Office of Communications - LAUSD	(213) 241-6766
Office of Emergency Management - LAUSD	(213) 241-3889
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
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

8. Appendices

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

Hospitals (Nearest Pediatric Emergency Room [Up to Age 20])

Name: Brotman Medical Center
Address: 3828 Delmas Terrace
City and Zip: Culver City, CA 90232
Phone: (310) 836-7001

Nearest Pediatric Emergency Room Backup (up to age 20):

Name:
Address:
City and Zip: , CA
Phone:

8. Appendices

School Emergency Contacts Chart

This chart provides Emergency Team Contact information used by School Police to contact school site administrators and key staff in the event of an emergency.

TITLE	NAME	WORK NUMBER
Principal	BELL-MCALISTER, TASHA	(323) 290-6300
Assistant Principal 1	ANKERS, ANNE	(310) 235-4641
Assistant Principal 2	LOPEZ, OSCAR	(213) 745-1952
Assistant Principal 3		
Assistant Principal 4		
Administrative Assistant	ALTON, NATALIA	(310) 235-4622
Cafeteria Manager	ANAM, TAHARA	(310) 235-4675
Financial Manager	SHAH, FAISAL	(310) 291-0710
Plant Manager	FORD, TIMOTHY	(323) 277-2600
Custodian	FORD, TIMOTHY	(323) 277-2600
Custodian Closest to Site	FORD, TIMOTHY	(323) 277-2600
First Person on Campus in AM	FORD, TIMOTHY	(323) 277-2600
Last Person on Campus in PM	FORD, TIMOTHY	(323) 277-2600

8. Appendices

Charter School Emergency Contacts Chart - CITIZENS OF THE WORLD MAR VISTA

This chart provides Emergency Team Contact information used by School Police to contact school site administrators and key staff in the event of an emergency:		
Title/Role	Name	Work Number
Principal	LOPEZ, OSCAR	(310) 235-4686
Assistant Principal 1	BAKER, ERIN	(424) 248-0544
Assistant Principal 2		
Administrative Assistant	ALTON, NATALIA	(310) 235-4622
Financial Manager	SHAH, FAISAL	(310) 291-0710
School Nurse or Contact for On-Site Health Emergencies		
First person on campus in AM	FORD, TIMOTHY	(323) 277-2600
Last person on campus in PM	FORD, TIMOTHY	(323) 277-2600

Charter School Emergency Contacts Chart - MAGNOLIA SCIENCE ACADEMY #4

This chart provides Emergency Team Contact information used by School Police to contact school site administrators and key staff in the event of an emergency:		
Title/Role	Name	Work Number
Principal	BAKER, ERIN	(424) 248-0544
Assistant Principal 1	LOPEZ, OSCAR	(310) 235-4686
Assistant Principal 2	MONJE, MARIA MEDARDA	(510) 574-6829
Administrative Assistant	ADAMS, TABITHA	(310) 473-2464

8. Appendices

Financial Manager	GOUKASSOVA, NATALIA	(310) 235-4600
School Nurse or Contact for On-Site Health Emergencies		
First person on campus in AM	FORD, TIMOTHY	(323) 277-2600
Last person on campus in PM	WASHINGTON, EDWARD	(310) 568-0735

8. Appendices

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	
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"x5 yds		3 rolls	n/a	4750904020
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"x4 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 (plastic 32 oz)		1 each	n/a	
Sanitary Napkin		250/case individually packaged	n/a	4858240147

8. Appendices

Bandage Scissor		1 each	n/a	4652362115
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	4750984100
Forehead Thermometer		5 ea/pkg	n/a	1758730801
Tissue Paper, Facial		1 box (175 each/box)	n/a	6405077100
Tongue Depressors		1 pkg (6 ea/pkg)	n/a	4756716235 500/Box)
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	
Non-latex Disposable Exam Gloves – Medium		1 box (100/box)	n/a	4754147303
Non-latex Disposable Exam Gloves- Large		1 box (100/box)	n/a	4754147304
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 Supplies Cart"		1 each	n/a	5606900105

* Items available in Replacement Kit

8. Appendices

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 Exam Grade Gloves –Small		as needed	n/a	4754147302
Vinyl Exam Grade Gloves – Medium		as needed	n/a	4754147303
Vinyl Exam Grade Gloves - Large		as needed	n/a	4754147304
Vinyl Exam Grade Gloves – Extra Large		as needed	n/a	4754147305
Bleach		2 gallons	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	4652362115
Cotton Applicators (Swabs)		1 box (1,000)	n/a	4752711099
Tongue Depressors		as needed	n/a	4756716235
Hand Sanitizer		4 gallon/case		4357004128
Hand Sanitizer		8 oz		4357215025
Paper Bags		1 pkg (500)	n/a	6401547104
Treatment Log		1	n/a	

Kit	# In Bin	Required Quantity	Commodity Code
Search and Rescue Kit		One kit for each Search and Rescue Team	3453248278

8. Appendices

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	3459201204
Glove, Leather Palm, Large*		4 each	n/a	2002753000
Fanny Pack, Red*		4 each	n/a	
Flashlight, Industrial*		4 each	n/a	4503211235
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	
SledgeHammer		1 each	n/a	
Warning Tape, Caution: Do Not Enter		1 each	n/a	8322080911
Infectious Waste Bag		4 each	n/a	4750700009
Folding Shovel		1 each	n/a	
Angle head 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
Fanny Pack		1 each	n/a	

*Items are one per team member

8. Appendices

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	4858240147
Sanitary Tampons				4858245001
Privacy Screen		1 per toilet	n/a	1557050015

8. Appendices

Absorbent			n/a	4857450670
Waterless Hand Cleaner		14 to 16 oz	n/a	4851436040
Deodorizer			n/a	4854214150

Additional General Disaster Supplies				
Item	# In Bin ✓	Suggested Quantity	Expiration Date	Commodity Code
Radio, two-way		As needed	n/a	7257800185
Can opener		As needed	n/a	
Clipboards		As needed	n/a	6152525250
Paper plates		As needed	n/a	6405063490
Plastic utensils		As needed	n/a	

8. Appendices Maps

Maps

(page intentionally left blank)

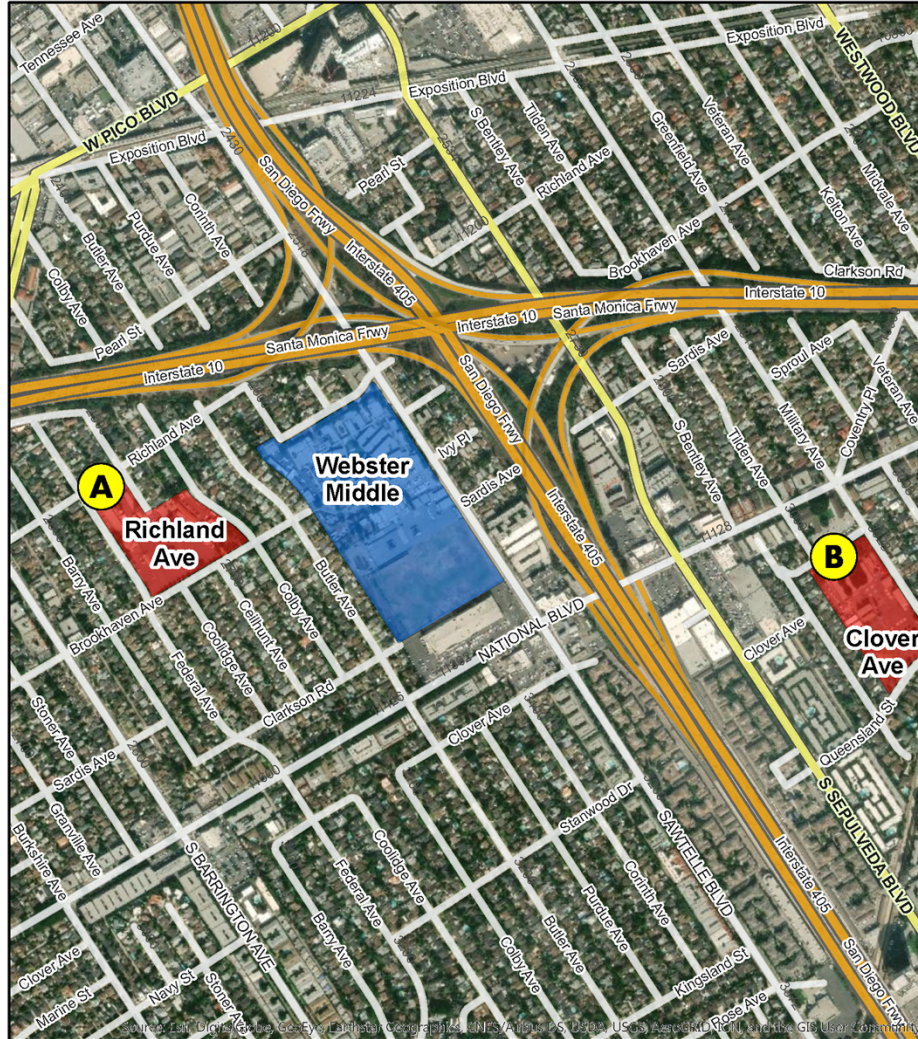
8. Appendices Maps



8. Appendices

**DANIEL WEBSTER MIDDLE SCHOOL
Offsite Relocation Map**

Cost Center Code: 1848101



- A** Primary Offsite Relocation Address:
11562 RICHLAND AVE, LOS ANGELES, CA 90064
 - B** Backup Offsite Relocation Address:
11020 CLOVER AVE, LOS ANGELES, CA 90034
- Scale: 1:9,000



Los Angeles, CA, 90034, USA
Backup Phone #: (310) 479-7739

8. Appendices

ICS Definitions for Schools

Incident Command Team:

Incident Commander - responsible for directing emergency operations

Public Information Officer (PIO) - official spokesperson for an incident

Safety Coordinator - ensures that emergency operations are conducted safely

Planning/Intelligence Lead - responsible for collecting and evaluating information

Operations Lead - responsible for managing all tactical operations at an incident

Logistics Lead - provides all incident support needs, such as, facilities, transportation, communications, supplies/equipment, and food services

Finance/Administration Section Lead - responsible for managing all financial aspects and paperwork of an incident

Emergency Teams:

Triage Team - performs triage and provides medical assistance, ensures supplies are accessible, and evacuates and stages supplies

School Site Crisis Team - provides psychological/emotional support for students and staff

Search and Rescue Team - performs search and rescue operations

Access and Functional Needs Position - ensures the safety of students and adults with access and functional needs during drills and emergencies

Security/Utilities Team - ensures school site security and performs short-term repairs and shutoff of utilities

Fire Suppression/Hazmat Team - extinguishes small fires and evaluates chemical spills

Assembly Area Team - ensures safe evacuation and accounting for all students, staff, and visitors

Request Gate Team - processes requests for student pick-up

Reunion Gate Team - reunites students and parents at Reunion Gate

Supply/Equipment Team - ensures adequate equipment and supplies

Hygiene Team - provides all necessary sanitation-related support

Transportation Support Position - coordinates transportation assets and plans, such as, for an off-site relocation from the school

Documentation/Communications Position - maintains emergency log, analyzes situation, and updates Incident Commander

Cost/Staff Accounting Position - maintains accurate emergency time records for all site-based and itinerant employees

8. Appendices

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]



LAUSD Explosive Device Threat Report

School: _____

Date of Call:	Time of Call:
Person Receiving Call:	Incoming Phone No. on Caller ID:

I. REPORT OF PERSON RECEIVING CALL

Keep the caller on the line as long as possible (ask caller to repeat statements, ask more questions) and signal to another person to call police.

Questions for Caller

Ask the caller the following questions and write answers in the spaces below:

Explosive Device Information:

Where is the explosive device? (Get most specific information as possible.)

When is it going to explode?

What kind of explosive device is it?

What does it look like?

Who set the explosive device?

Why was the explosive device set?

What can we do for you to keep the device from exploding?

Caller Information:

What is your name?

How old are you?

Where do you live?

(If voice youthful) Are you making this threat to avoid taking a test/final?

Are you a member of a terrorist organization? Which one?

Yes No

How can you be contacted? _____

Call Characteristics Evaluation

Check and describe the noted characteristics in the spaces provided below.

Message Details: (Use the caller’s exact language where possible.)

Caller's Voice:

Male:	Female:	Child:	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Age:
Intoxicated:	Speech Impairment:				
Accent:	Type:				
Whispers:	Angry:				
Foul/Inappropriate Language:	Educated:				
Irrational:	Incoherent:				

Voice disguised/altered:

Recorded threat message:	Read from script:		
Is voice familiar?	Who does it sound like?		

Background Noise:

Music:	Babies/Children:
Conversation:	Playground/School:
Airplanes:	Traffic:
Animals:	PA System:
Machines:	Typing:
Other:	

I. REPORT BY PRINCIPAL

Name of school employee contacting the police:	
Date police contacted:	Time:
Name of police department call taker:	
Name of responding office:	
Name of police agency:	
Was a search for explosive device conducted?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Details of search:	
Was a school evacuation conducted?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Full evacuation:	Partial evacuation:
Buildings or areas evacuated:	

Send one copy of this completed form to the Region Operations Coordinator, send one copy to School Police at wcoffice@laspd.com and keep one copy in school records. Please also upload a copy to the iSTAR submitted on the incident.

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
		<input type="checkbox"/> Student <input type="checkbox"/> School Staff <input type="checkbox"/> LAUSD Employee <input type="checkbox"/> Visitor <input type="checkbox"/> Other	
		<input type="checkbox"/> Student <input type="checkbox"/> School Staff <input type="checkbox"/> LAUSD Employee <input type="checkbox"/> Visitor <input type="checkbox"/> Other	
		<input type="checkbox"/> Student <input type="checkbox"/> School Staff <input type="checkbox"/> LAUSD Employee <input type="checkbox"/> Visitor <input type="checkbox"/> Other	
		<input type="checkbox"/> Student <input type="checkbox"/> School Staff <input type="checkbox"/> LAUSD Employee <input type="checkbox"/> Visitor <input type="checkbox"/> Other	
		<input type="checkbox"/> Student <input type="checkbox"/> School Staff <input type="checkbox"/> LAUSD Employee <input type="checkbox"/> Visitor <input type="checkbox"/> Other	
		<input type="checkbox"/> Student <input type="checkbox"/> School Staff <input type="checkbox"/> LAUSD Employee <input type="checkbox"/> Visitor <input type="checkbox"/> Other	
		<input type="checkbox"/> Student <input type="checkbox"/> School Staff <input type="checkbox"/> LAUSD Employee <input type="checkbox"/> Visitor <input type="checkbox"/> Other	
		<input type="checkbox"/> Student <input type="checkbox"/> School Staff <input type="checkbox"/> LAUSD Employee <input type="checkbox"/> Visitor <input type="checkbox"/> Other	
		<input type="checkbox"/> Student <input type="checkbox"/> School Staff <input type="checkbox"/> LAUSD Employee <input type="checkbox"/> Visitor <input type="checkbox"/> Other	
		<input type="checkbox"/> Student <input type="checkbox"/> School Staff <input type="checkbox"/> LAUSD Employee <input type="checkbox"/> Visitor <input type="checkbox"/> Other	
		<input type="checkbox"/> Student <input type="checkbox"/> School Staff <input type="checkbox"/> LAUSD Employee <input type="checkbox"/> Visitor <input type="checkbox"/> Other	
		<input type="checkbox"/> Student <input type="checkbox"/> School Staff <input type="checkbox"/> LAUSD Employee <input type="checkbox"/> Visitor <input type="checkbox"/> Other	
		<input type="checkbox"/> Student <input type="checkbox"/> School Staff <input type="checkbox"/> LAUSD Employee <input type="checkbox"/> Visitor <input type="checkbox"/> Other	
		<input type="checkbox"/> Student <input type="checkbox"/> School Staff <input type="checkbox"/> LAUSD Employee <input type="checkbox"/> Visitor <input type="checkbox"/> Other	
		<input type="checkbox"/> Student <input type="checkbox"/> School Staff <input type="checkbox"/> LAUSD Employee <input type="checkbox"/> Visitor <input type="checkbox"/> Other	
		<input type="checkbox"/> Student <input type="checkbox"/> School Staff <input type="checkbox"/> LAUSD Employee <input type="checkbox"/> Visitor <input type="checkbox"/> Other	
		<input type="checkbox"/> Student <input type="checkbox"/> School Staff <input type="checkbox"/> LAUSD Employee <input type="checkbox"/> Visitor <input type="checkbox"/> Other	
		<input type="checkbox"/> Student <input type="checkbox"/> School Staff <input type="checkbox"/> LAUSD Employee <input type="checkbox"/> Visitor <input type="checkbox"/> Other	
		<input type="checkbox"/> Student <input type="checkbox"/> School Staff <input type="checkbox"/> LAUSD Employee <input type="checkbox"/> Visitor <input type="checkbox"/> Other	
		<input type="checkbox"/> Student <input type="checkbox"/> School Staff <input type="checkbox"/> LAUSD Employee <input type="checkbox"/> Visitor <input type="checkbox"/> Other	

8. Appendices

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 Region 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	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Landline Phone	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Water	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Cellular Phone	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Natural Gas	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Two-way Radio	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Location of evacuated students			
List critical issues on site			
List other issues			
List assistance requested			

8. Appendices

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

8. Appendices

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?*

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

12) Did an employee take the School Emergency Response Box to the assembly area/command post?*

<input type="checkbox"/>	Yes
<input type="checkbox"/>	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 Leads 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 logbook for proof of compliance during inspections. Questions can be directed to oem@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?		

8. Appendices

Assessments

Please check the online ISSP for the assessments. They are available in the Planning view as part of Step 2.



Integrated Safe School Plan

Quick Reference Guide

2023-24

DANIEL WEBSTER MIDDLE SCHOOL
11330 W GRAHAM PL
LOS ANGELES, CA 90064
(310) 235-4600

Generated On: 9/15/2023

complete plan available at: <https://issp.lausd.net>

ICS INCIDENT COMMAND TEAM CHART

This chart can be expanded or abridged to meet the scope of the incident that is being managed

Incident Commander
 1. BELL-MCALISTER, TASHA
 2. ANKERS, ANNE

Safety Coordinator
 1. LOPEZ, OSCAR
 2. COX, CHRISTOPHER

Public Information Officer
 1. BELL-MCALISTER, TASHA
 2. ANKERS, ANNE

This chart shows only the management organization for the school's response to an emergency. Name #1 is the lead person responsible for each role Name #2 is the alternate
The other staff members assigned to the emergency teams will report to the people listed on the chart.

Planning/Intelligence
 1. BELL-MCALISTER, TASHA
 2. ANKERS, ANNE

Operations
 1. LOPEZ, OSCAR
 2. COX, CHRISTOPHER

Logistics
 1. KLAPPROTH, DANIELLE
 2. DORSEY, DIONNE

Finance/Administration
 1. BELL-MCALISTER, TASHA
 2. ALTON, NATALIA

Documentation/Communication (Optional)
 1. ANKERS, ANNE
 2. BELL-MCALISTER, TASHA

Triage
 1. ANKERS, ANNE
 2. STEIN, JULIE

Search and Rescue
 1. SANCHEZ, JAVIER
 2. ROBERTSON, JAMES

Supply/Equipment
 1. FORD, TIMOTHY
 2. RODDY, DELVON

Staff Accounting (optional)
ANKERS, ANNE
BELL-MCALISTER, TASHA

Security/Utilities
 1. FORD, TIMOTHY
 2. RODDY, DELVON

Assembly Area
 1. BELL-MCALISTER, TASHA
 2. ANKERS, ANNE

Transportation Support (optional)
 1. DORSEY, DIONNE
 2. SANCHEZ, JAVIER

Cost Accounting (optional)
BELL-MCALISTER, TASHA
ALTON, NATALIA

Access and Functional Needs
 1. ANKERS, ANNE
 2. MCEACHERN, KELLEY

Fire Suppression/HazMat
 1. FORD, TIMOTHY
 2. RODDY, DELVON

School Site Crisis
 1. BELL-MCALISTER, TASHA
 2. ANKERS, ANNE

Hygiene
 1. FORD, TIMOTHY
 2. RODDY, DELVON

Request Gate
 1. ALTON, NATALIA
 2. RODRIGUEZ, YOLANDA

Reunion Gate
 1. KORICH, MICHAEL
 2. HURTADO, JAZMIN

If no one is assigned to a position, the person who manages that position will also fulfill the duties of the unfilled position.
 This chart is adapted for LAUSD, based on Incident Command System (ICS). Rev. 6/21/2023.

DANIEL WEBSTER MIDDLE SCHOOL Quick Reference Guide

School Emergency Contacts Chart

This chart provides Emergency Team Contact information used by the Los Angeles School Police Department to contact school site administrators and key staff in the event of an emergency.

TITLE	NAME	WORK NUMBER
Principal	BELL-MCALISTER, TASHA	(323) 290-6300
Assistant Principal 1	ANKERS, ANNE	(310) 235-4641
Assistant Principal 2	LOPEZ, OSCAR	(213) 745-1952
Assistant Principal 3		
Assistant Principal 4		
Administrative Assistant	ALTON, NATALIA	(310) 235-4622
Cafeteria Manager	ANAM, TAHARA	(310) 235-4675
Financial Manager	SHAH, FAISAL	(310) 291-0710
Plant Manager	FORD, TIMOTHY	(323) 277-2600
Custodian	FORD, TIMOTHY	(323) 277-2600
Custodian Closest to Site	FORD, TIMOTHY	(323) 277-2600
First Person on Campus in AM	FORD, TIMOTHY	(323) 277-2600
Last Person on Campus in PM	FORD, TIMOTHY	(323) 277-2600

DANIEL WEBSTER MIDDLE SCHOOL Quick Reference Guide

Charter School Emergency Contacts Chart - CITIZENS OF THE WORLD MAR VISTA

This chart provides Emergency Team Contact information used by School Police to contact school site administrators and key staff in the event of an emergency:

Title/Role	Name	Work Number
Principal	LOPEZ, OSCAR	(310) 235-4686
Assistant Principal 1	BAKER, ERIN	(424) 248-0544
Assistant Principal 2		
Administrative Assistant	ALTON, NATALIA	(310) 235-4622
Financial Manager	SHAH, FAISAL	(310) 291-0710
School Nurse or Contact for On-Site Health Emergencies		
First person on campus in AM	FORD, TIMOTHY	(323) 277-2600
Last person on campus in PM	FORD, TIMOTHY	(323) 277-2600

Charter School Emergency Contacts Chart - MAGNOLIA SCIENCE ACADEMY #4

This chart provides Emergency Team Contact information used by School Police to contact school site administrators and key staff in the event of an emergency:

Title/Role	Name	Work Number
Principal	BAKER, ERIN	(424) 248-0544
Assistant Principal 1	LOPEZ, OSCAR	(310) 235-4686
Assistant Principal 2	MONJE, MARIA MEDARDA	(510) 574-6829

DANIEL WEBSTER MIDDLE SCHOOL Quick Reference Guide

Administrative Assistant	ADAMS, TABITHA	(310) 473-2464
Financial Manager	GOUKASSOVA, NATALIA	(310) 235-4600
School Nurse or Contact for On-Site Health Emergencies		
First person on campus in AM	FORD, TIMOTHY	(323) 277-2600
Last person on campus in PM	WASHINGTON, EDWARD	(310) 568-0735

DANIEL WEBSTER MIDDLE SCHOOL Quick Reference Guide

School ICS and Emergency Teams

Details of team roles and responsibilities are provided in the Step 4, Teams Assignments section of the online Integrated Safe School Plan.

POSITION	ROLES & RESPONSIBILITIES	SECTION LEAD	BACKUP
Incident Commander	Directs all emergency operations, verifies facts, contacts Region, and coordinates all response actions.	BELL-MCALISTER, TASHA	ANKERS, ANNE
Safety Coordinator	Ensures that all emergency operations are conducted safely.	LOPEZ, OSCAR	COX, CHRISTOPHER
Public Information Officer (PIO)	School spokesperson for an incident. Prepares Blackboard Connect and other communications for staff and parents, identifies media locations and updates.	BELL-MCALISTER, TASHA	ANKERS, ANNE
Operations Section Lead	Manages all tactical operations at an incident.	LOPEZ, OSCAR	COX, CHRISTOPHER
Planning Section Lead	Collects and evaluates information, analyzing for impact to school.	BELL-MCALISTER, TASHA	ANKERS, ANNE
Logistics Section Lead	Provides all incident support needs such as transportation, communications, supplies/equipment, and food services.	KLAPPROTH, DANIELLE	DORSEY, DIONNE
Finance/Administration Section Lead	Manages all financial aspects and documentation of an incident.	BELL-MCALISTER, TASHA	ALTON, NATALIA

DANIEL WEBSTER MIDDLE SCHOOL Quick Reference Guide

Emergency Teams

Title/Role	Name
Triage Team	Reports to Operations Section Lead
Team Lead	ANKERS, ANNE
Member 2/Backup Lead	STEIN, JULIE
Member 3	BELL-MCALISTER, TASHA
Member 4	
School Site Crisis Team	Reports to Operations Section Lead
Team Lead	BELL-MCALISTER, TASHA
Member 2/Backup Lead	ANKERS, ANNE
Member 3	LARA, CHRISTIAN
Member 4	CALAVAN LUZANO, LAUREN
Search and Rescue (SAR) Coordinator	Reports to Operations Section Lead
SAR Coordinator	LOPEZ, OSCAR
SAR Backup Coordinator	BELL-MCALISTER, TASHA
Search and Rescue Team 1	Reports to SAR Coordinator
Team Lead	SANCHEZ, JAVIER
Member 2/Backup Lead	ROBERTSON, JAMES
Member 3	LOPEZ, OSCAR
Member 4	JONES, KAREN
Search and Rescue Team 2	Reports to SAR Coordinator
Team Lead	BARRETT, WILLIAM
Member 2/Backup Lead	EMLEY, JAMES
Member 3	MAURICIO, MICHAEL
Member 4	JOYCE, REBECCA
Search and Rescue Team 3	Reports to SAR Coordinator
Team Lead	AVSAR, MUSA
Member 2/Backup Lead	GARCIA, RUDY
Member 3	VELOZ, ELIZABETH
Member 4	
Search and Rescue Team 4	Reports to SAR Coordinator
Team Lead	
Member 2/Backup Lead	
Member 3	
Member 4	

DANIEL WEBSTER MIDDLE SCHOOL Quick Reference Guide

Access and Functional Needs Position	Reports to Operations Section Lead
Primary	ANKERS, ANNE
Secondary	MCEACHERN, KELLEY
Security / Utilities Team	Reports to Operations Section Lead
Team Lead	FORD, TIMOTHY
Member 2/Backup Lead	RODDY, DELVON
Member 3	
Member 4	
Fire Suppression / HazMat Team	Reports to Operations Section Lead
Team Lead	FORD, TIMOTHY
Member 2/Backup Lead	RODDY, DELVON
Member 3	BRENER, JOEL
Member 4	
Assembly Area Team	Reports to Operations Section Lead
Team Lead	BELL-MCALISTER, TASHA
Member 2/Backup Lead	ANKERS, ANNE
Member 3	COX, CHRISTOPHER
Member 4	
Request Gate Team	Reports to Operations Section Lead
Team Lead	ALTON, NATALIA
Member 2/Backup Lead	RODRIGUEZ, YOLANDA
Member 3	
Member 4	
Reunion Gate Team	Reports to Operations Section Lead
Team Lead	KORICH, MICHAEL
Member 2/Backup Lead	HURTADO, JAZMIN
Member 3	
Member 4	
Supply / Equipment Team	Reports to Logistics Section Lead
Team Lead	FORD, TIMOTHY
Member 2/Backup Lead	RODDY, DELVON
Member 3	
Member 4	
Hygiene Team	Reports to Logistics Section Lead
Team Lead	FORD, TIMOTHY

DANIEL WEBSTER MIDDLE SCHOOL Quick Reference Guide

Member 2/Backup Lead	RODDY, DELVON
Member 3	
Member 4	
Transportation Position	Reports to Logistics Section Lead
Primary	DORSEY, DIONNE
Secondary	SANCHEZ, JAVIER
Documentation / Communication Position	Reports to Planning Section Lead
Primary	ANKERS, ANNE
Secondary	BELL-MCALISTER, TASHA
Staff Accounting Position	Reports to Finance/Admin Section Lead
Primary	ANKERS, ANNE
Secondary	BELL-MCALISTER, TASHA
Cost Accounting Position	Reports to Finance/Admin Section Lead
Primary	BELL-MCALISTER, TASHA
Secondary	ALTON, NATALIA
Manager of School Emergency Response Box	Delivers Box Contents to Command Post As Needed
Primary	ALTON, NATALIA
Secondary	BECKER, ETHAN

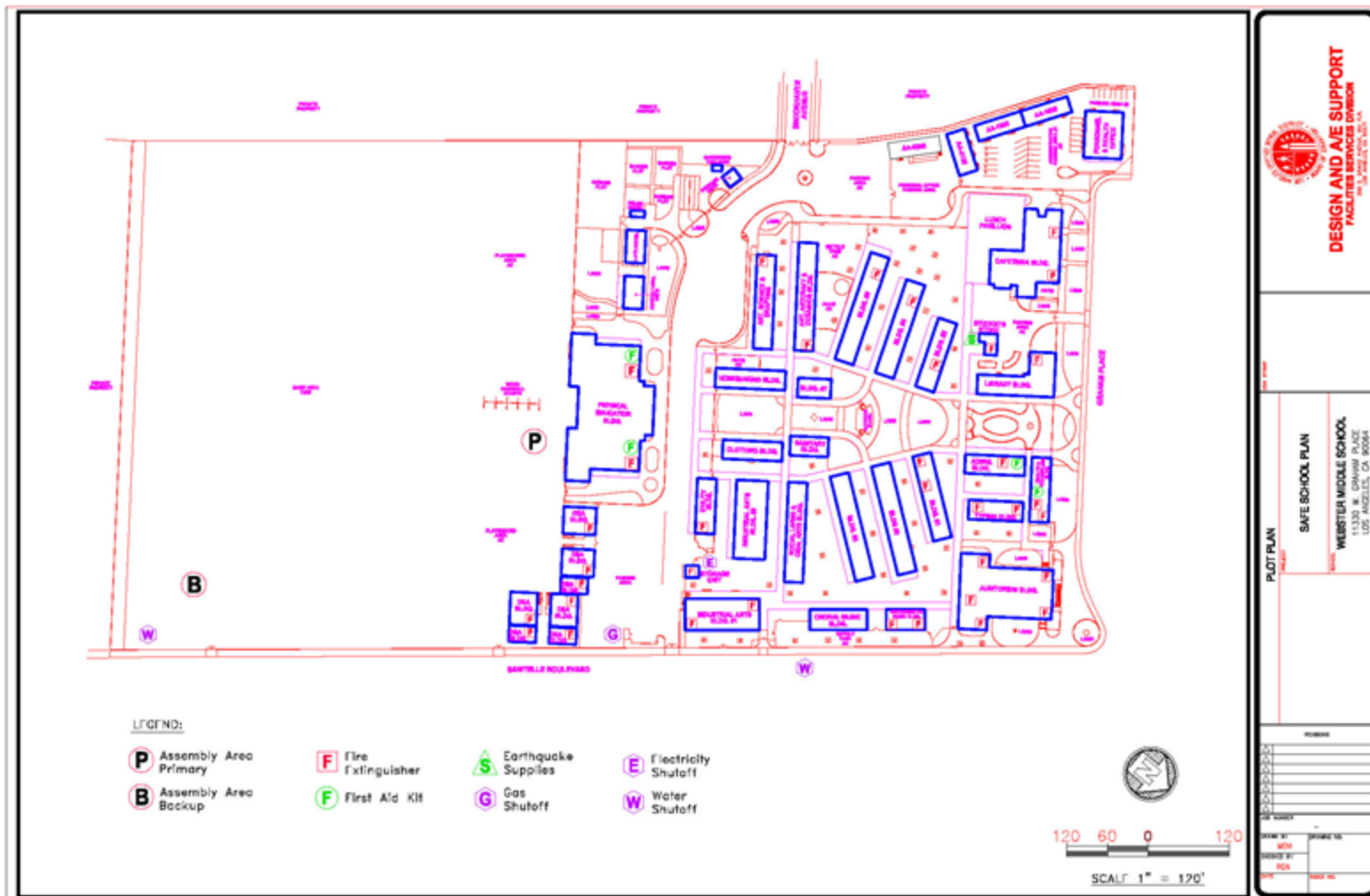
School Site Specific Considerations

airplanes flying over the school site

Emergency Supplies and Equipment Location

Location of the emergency bin(s) with your site's emergency supplies and equipment: BLACK TOP BY BASKETBALL COURTS

DANIEL WEBSTER MIDDLE SCHOOL Site Plan



DANIEL WEBSTER MIDDLE SCHOOL Vicinity Map

Primary Off-site Location:

Offsite Location Address: 11562 Richland Ave, Los Angeles, CA, 90064, USA

Primary Offsite Location Contact: Tabitha Thigpen Primary Offsite

Location Phone #: (310) 473-0467

Backup Off-site Location:

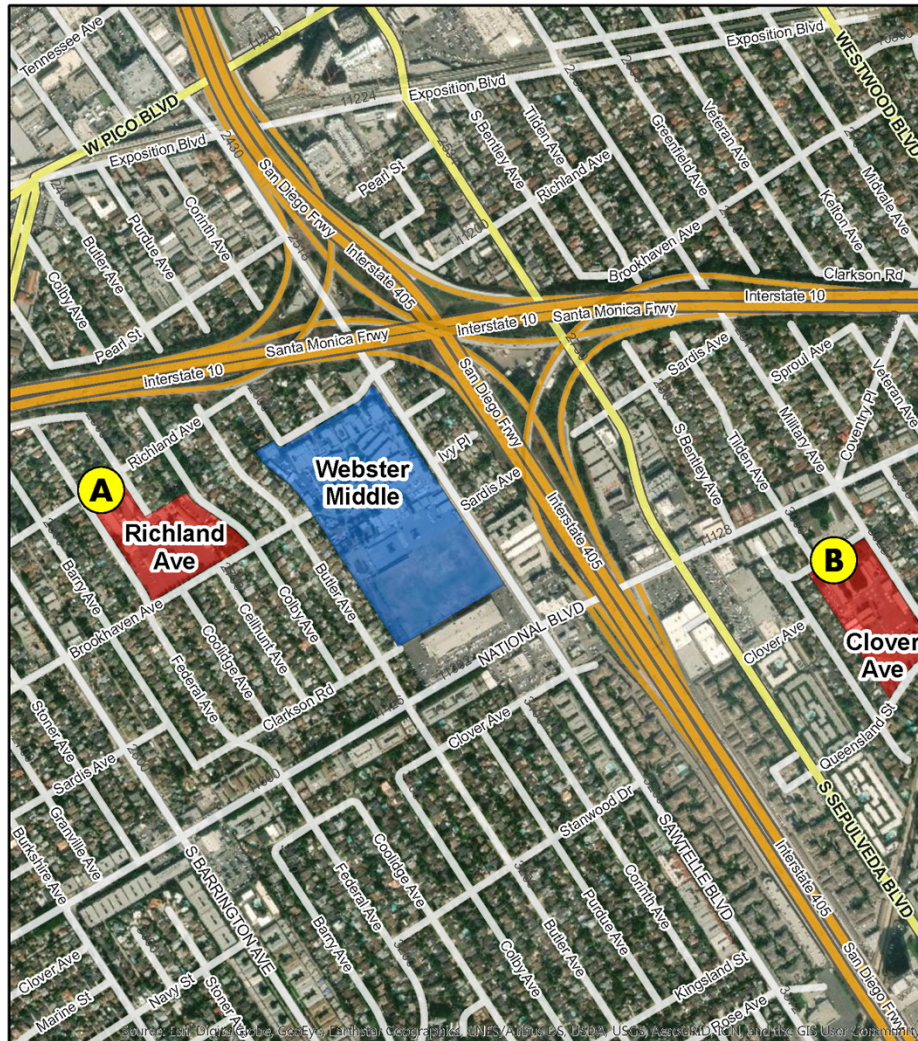
Backup Offsite Location Address: 11020 Clover Ave, Los Angeles, CA, 90034, USA

Backup Offsite Location Contact: FABIAN, SHARON Backup Offsite Location Phone

#: (310) 479-7739

**DANIEL WEBSTER MIDDLE SCHOOL
Offsite Relocation Map**

Cost Center Code: 1848101



-  Primary Offsite Relocation Address:
11562 RICHLAND AVE, LOS ANGELES, CA 90064
-  Backup Offsite Relocation Address:

Coversheet

Approval of Adoption of Procedures Implementing the California Environmental Quality Act

Section: IV. Action Items
Item: D. Approval of Adoption of Procedures Implementing the California Environmental Quality Act
Purpose: Vote
Submitted by:
Related Material: IV_D_Adoption of CEQA Procedures.pdf



Agenda Item:	IV D: Action Item
Date:	February 8, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“ MPS ”) Board of Directors (the “ Board ”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Patrick Ontiveros, General Counsel & Director of Facilities Mustafa Sahin, Facilities Project Manager Katrina Tomas, Assistant Project Manager
RE:	Adoption of California Environmental Quality Act (CEQA) Procedures

1. Action Proposed:

MPS Staff moves that the Board adopt the “Procedures Implementing the California Environmental Quality Act (CEQA)” attached as Exhibit A for the Magnolia Science Academy—5 project located at 7111 Winnetka Avenue (the “**Project**”).

2. Purpose:

The purpose is to align MPS operations for the Project with CEQA and fulfill state environmental standards and legal requirements. The adoption allows MPS to conduct its own CEQA analysis, necessary for CDE projects approvals.

3. Overview of CEQA Procedures:

The document attached as Exhibit A, prepared by John Lemmo at YMC, outlines the necessary steps and responsibilities MPS must undertake as both a Lead and a Responsible Agency under CEQA. These include the following:

- Conducting preliminary reviews of projects
- Making informed decisions on Environmental Impact Reports (EIRs) and Negative Declarations.
- Organizing public hearings for transparency and community engagement.
- Streamlining the approval processes for environmental documentation.

4. Analysis:

The Project does not require discretionary land use approvals from the City of Los Angeles as its zoning allows schools, like MSA-5, by right. Moreover, the particulars of the Project, including square footage, number of students and other features, do not trigger any City of Los Angeles land use approvals such as a site plan review. CEQA analyses are typically

undertaken as part of a discretionary land use approval.

Since the Project will be funded by an award from the Office of Public School Construction (the “**OPSC Award**”) under its Charter School Facility Program, the California Department of Education (“**CDE**”) must provide approval for the site. CDE requires a formal CEQA analysis for project approvals. Since there is no other public agency to oversee the analysis, MPS will prepare an analysis, either a Negative Declaration Mitigated Negative Declaration or an Environmental Impact Report, based on the level of impact. A Negative Declaration indicates no significant environmental impact, while an EIR is required if potentially significant impacts are identified. A mitigated Negative Declaration may be used if mitigation measures can reduce potential impacts to a less-than-significant level.

Based on the analysis completed to date, MPS Staff expects that a negative declaration will be appropriate for the Project. MPS Staff will ask the Board to approve the analysis and report at a future Board meeting.

5. Significance for MPS:

By adopting these procedures and acting as its own lead agency, MPS ensures compliance and readiness for future project approvals. This approach allows MPS to efficiently manage environmental assessments, adapting to the specific needs of each project.

6. Budget Impact:

All costs and expenses relating to CEQA procedures for the Project, including the costs of conducting environmental analyses and preparing reports, to the extent possible will be paid for with the proceeds of the OPSC Award.

7. Exhibits

- a. Exhibit A: Procedures Implementing California Environmental Quality Act

**PROCEDURES IMPLEMENTING CALIFORNIA
ENVIRONMENTAL QUALITY ACT
(Effective February 8, 2024)**

**MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
dba MAGNOLIA PUBLIC SCHOOLS**

(“MPS” or “Magnolia”)

TABLE OF CONTENTS

	<u>Page</u>
SECTION 1. Purposes of Procedures	1
SECTION 2. Short Title	1
SECTION 3. Legal Authority for Procedures.....	1
SECTION 4. Effective Date	1
SECTION 5. Incorporation of CEQA Guidelines	1
SECTION 6. Supplementary Procedures.....	1
SECTION 7. Additional Definitions.....	1
SECTION 8. Applicability.....	2
SECTION 9. Delegation of Responsibilities	2
SECTION 10. Lead Agency Procedures	3
10.1 Duties of Lead Agency	3
10.2 Preliminary Review	3
10.3 Notice of Exemption.....	3
10.4 Initial Study.....	3
10.5 Decision To Prepare EIR	3
10.6 Decision To Prepare Negative Declaration.....	3
10.7 Consideration and Approval of Negative Declaration.....	4
10.8 Notice of Determination	4
10.9 Notice of Preparation of EIR	4
10.10 Notice of Completion of Draft EIR	4
10.11 Public Review and Hearing on Draft EIR.....	5
10.12 Preparation of Final EIR	5
10.13 Certification of Final EIR	5
10.14 Necessity for Findings	5
10.15 Approval of Project and Statement of Overriding Considerations	5
10.16 Notice of Determination	5
10.17 Filing of EIR	6
10.18 De Minimis Impact Fee Exemption.....	6
SECTION 11. Responsible Agency Procedures.....	6
11.1 Responsible Agency Duties	6

11.2 Consultation and Response 6

11.3 Board Consideration of EIR or Negative Declaration 6

11.4 Notice of Determination 7

SECTION 12. Exempt Projects 7

12.1 Categorical Exemptions 7

12.2 Ministerial Projects 7

12.3 Statutory Exemption For School Closings..... 8

SECTION 13. Forms 8

SECTION 14. Time Limits..... 8

SECTION 15. Statutes of Limitation..... 8

SECTION 16. School Facilities 8

PROCEDURES IMPLEMENTING CALIFORNIA ENVIRONMENTAL QUALITY ACT

SECTION 1. Purposes of Procedures. These procedures are intended to implement the purposes and provisions of the California Environmental Quality Act (“CEQA”), as set forth in Public Resources Code § 21000 *et seq.*, and the Guidelines for Implementation of the California Environmental Quality Act (“CEQA Guidelines”), developed by the Office of Planning and Research and adopted by the Natural Resources Agency, as set forth in Cal. Code Regs., tit. 14, § 15000 *et seq.*

SECTION 2. Short Title. These procedures may be cited as the “MPS CEQA Procedures.”

SECTION 3. Legal Authority for Procedures. These procedures are adopted pursuant to Section 21082 of the Public Resources Code, which requires all public agencies, as defined therein, to adopt objectives, criteria and procedures for the evaluation of projects and the preparation of environmental documentation and which requires that such objectives, criteria and procedures must be consistent with the provisions of CEQA and the CEQA Guidelines.

SECTION 4. Effective Date. These procedures shall take effect immediately upon their adoption.

SECTION 5. Incorporation of CEQA Guidelines. Pursuant to Section 15022(d) of the CEQA Guidelines, MPS adopts and incorporates by reference the CEQA Guidelines to the extent that they are applicable to local agencies such as MPS. A copy of the CEQA Guidelines shall be maintained on file at MPS’s offices with these procedures, and any future amendment to the CEQA Guidelines shall be deemed automatically incorporated into these procedures on the 120th day after the effective date of the amendment, or on such earlier date as may be required by the amendment.

SECTION 6. Supplementary Procedures. These procedures are intended to tailor the general provisions of the CEQA Guidelines to the specific operations of MPS. In the event of any irreconcilable conflict, the CEQA Guidelines shall prevail over these procedures.

SECTION 7. Additional Definitions. Article 20 (commencing with Section 15350) of the CEQA Guidelines contains definitions of terms used throughout those guidelines, unless a term is otherwise defined in a particular section. Those definitions shall apply to these procedures, and in addition thereto, the following definitions shall apply:

- (a) “Board” means the Board of Directors of MPS.
- (b) “Decision-making body,” when used in reference to MPS, means the Board.
- (c) “MPS” means Magnolia Educational & Research Foundation dba Magnolia Public Schools.

- (d) “Staff” means MPS’s Superintendent or his or her designee.

SECTION 8. Applicability. The MPS CEQA Procedures apply to any activity of MPS that constitutes a “project” which, as defined by Section 21065 of CEQA and Section 15378 of the CEQA Guidelines, is activity which may cause either a direct physical change in the environment, or a reasonably foreseeable indirect physical change in the environment, and which is any of the following:

- (a) An activity directly undertaken by MPS including but not limited to public works construction and related activities, clearing or grading of land, improvements to existing public structures, enactment and amendment of zoning ordinances, and the adoption and amendment of local General Plans or elements thereof pursuant to Government Code Sections 65100-65700;
- (b) An activity undertaken by a person which is supported, in whole or in part, through contracts, grants, subsidies, loans or other forms of assistance from MPS; or,
- (c) An activity that involves the issuance to a person of a lease, permit, license, certificate, or other entitlement for use by MPS.

The MPS CEQA Procedures are also intended to assist MPS in determining whether a proposed activity does not constitute a project that is subject to CEQA review, or whether the activity is exempt from CEQA.

SECTION 9. Delegation of Responsibilities.

(a) Preparation of environmental documentation is the direct responsibility of MPS. However, except as otherwise provided in these procedures, all steps and functions involved in the process of preparing environmental documents are delegated to MPS’s Staff who, upon approval of the Board, may be assisted by private consultants and others pursuant to contracts with MPS. The foregoing delegation of responsibilities to Staff shall govern all projects of MPS unless otherwise ordered by the Board. Staff shall advise the Board of steps being taken in the preparation of environmental documents. The Board reserves the right to overrule any decision or conclusion of Staff, to reassign responsibilities to private consultants or a committee of the Board, or to assume such responsibilities itself.

(b) The Board shall not delegate, and hereby reserves to itself, the responsibility for:

- (i) Certifying that a final EIR has been completed in compliance with CEQA and reviewing and considering the information contained in the final EIR prior to approving the project.
- (ii) Approving a negative declaration prior to approving a project.

- (iii) Making of findings as required by Section 15091 of the CEQA Guidelines.
- (iv) Making of the statement of overriding considerations as required by Section 15093 of the CEQA Guidelines.

SECTION 10. Lead Agency Procedures.

10.1 Duties of Lead Agency. MPS is the Lead Agency if it will have principal responsibility for carrying out or approving a project. Where a project is to be carried out or approved by more than one public agency, only one agency shall be the Lead Agency responsible for the preparation of environmental documents. As the Lead Agency, MPS shall decide whether a negative declaration, mitigated negative declaration, or an EIR will be required for a project and shall prepare, or cause to be prepared, and consider the document before making its decision on whether and how to approve the project.

10.2 Preliminary Review. Where MPS is the Lead Agency, Staff shall act on behalf of MPS in making the preliminary review upon an application as described in Section 15060 of the CEQA Guidelines.

10.3 Notice of Exemption. If, as a result of the preliminary review, Staff determines that a particular activity is exempt from CEQA, Staff may prepare a Notice of Exemption, substantially in the form of Appendix E to the CEQA Guidelines, which shall be filed with the county clerk of the county in which the project will be located after approval of the project by the Board. However, failure to comply with this section shall not affect the validity of the approval of the project. To show compliance with requirements for Department of Fish and Game review and fees, a filing fee cash receipt, substantially conforming to the form prescribed at Title 14 California Code of Regulations § 753.5, must be attached to the Notice of Exemption when filed. Although exempt projects incur no fees, payment of up to \$50 may be required for handling by the county.

10.4 Initial Study. Where MPS is the Lead Agency, Staff shall prepare an Initial Study, as described in Section 15063(d) of the CEQA Guidelines, to determine if the project may have a significant effect on the environment. However, if it can be clearly determined without an Initial Study that an EIR will be required for the project, an Initial Study is not required.

10.5 Decision to Prepare EIR. If Staff determines that an EIR is required, it shall file with the Board a copy of its Initial Study, or if no Initial Study was prepared, a statement of its reasons why an EIR is required. If the Board concurs with the Staff recommendation, it shall direct preparation of the EIR either by Staff or pursuant to contract with private consultants.

10.6 Decision to Prepare Negative Declaration. If Staff determines from the Initial Study that there is no substantial evidence in light of the whole record that the project may have a significant or potentially significant adverse effect on the environment, Staff shall prepare a proposed Negative Declaration for public review and shall fix a date for a public hearing by the Board. Staff shall give notice to the public at least 30 days prior to the adoption by the Board of

the Negative Declaration by written notice to the city, or to the county if in an unincorporated area, in which the project is located and to all organizations and individuals who have previously requested such notice, by posting a copy at the principal office of MPS and by publication at least one time in a newspaper of general circulation in the area affected by the proposed project. The notice shall also be posted in the office of the county clerk of the county in which the project is located and shall remain posted for a period of 30 days. Staff may provide additional notice by other means. The public review period for a proposed Negative Declaration shall be at least 21 days, unless the proposed Negative Declaration must be submitted to the State Clearinghouse for review by state agencies, in which case the public review period shall be at least 30 days. At the time and place set forth in the notice, the Board shall hold a public hearing for the purpose of receiving additional comments from members of the public and interested parties.

10.7 Consideration and Approval of Negative Declaration. Prior to approving the project, the Board shall consider the proposed Negative Declaration, together with any comments received during the public review and hearing process. The Board shall approve the Negative Declaration if it finds on the basis of the Initial Study and any comments received, in the independent judgment of MPS, that there is no substantial evidence that the project will have a significant effect on the environment.

10.8 Notice of Determination. After deciding to carry out or approve a project for which a Negative Declaration has been approved, Staff shall prepare a Notice of Determination, substantially in the form of Appendix D to the CEQA Guidelines, which shall be filed with the county clerk of the county in which the project shall be located and, if the project requires the discretionary approval from any state agency, with the Office of Planning and Research. The Notice of Determination shall be accompanied by the environmental filing fee as set by the Department of Fish and Game to reimburse the Department of Fish and Game for the cost of reviewing the project, as required by Fish and Game Code § 711.4. The fee is not required if the project is within the De Minimis Impact Exemption (Section 9.17).

10.9 Notice of Preparation of EIR. If there is substantial evidence in light of the whole record which supports a fair argument that the project may have a significant effect on the environment, then an EIR is required for the project. After determining that an EIR will be required, Staff shall send by certified mail, return receipt requested, or by another method providing a record of receipt, to the Office of Planning and Research and each Responsible Agency a Notice of Preparation, substantially in the form of Appendix I to the CEQA Guidelines. This notice shall also be sent to every federal agency involved in approving or funding the project and to each trustee agency responsible for natural resources affected by the project, as provided in Section 15082 of the CEQA Guidelines. The notice shall also be sent to any city or county which borders on a city or county within which the project is located. The notice shall also be posted in the office of the county clerk the county in which the project is located and shall remain posted for a period of 30 days. In order to expedite the process, the Staff may request one or more meetings between representatives of agencies involved, and Staff may also consult directly with any person or organization it believes will be concerned with the environmental effects of the project. (See CEQA Guidelines, Sections 15082(c), 15083.)

10.10 Notice of Completion of Draft EIR. Upon completion of the draft EIR, Staff shall file with the Office of Planning and Research a Notice of Completion, substantially in

the form of Appendix L to the CEQA Guidelines. Where the EIR will be reviewed through the state review process, the Notice of Completion cover form required by the State Clearinghouse, and provided as Appendix C to the CEQA Guidelines, will serve as the Notice of Completion.

10.11 Public Review and Hearing on Draft EIR. The Board shall fix a time for public review of the draft EIR, which shall be not less than 30 days, unless the draft EIR must be submitted to the State Clearinghouse for review by state agencies, in which case the public review period shall be at least 45 days. The Board shall fix a date during the review period for a public hearing by the Board on the contents of the draft EIR. Public notice of the availability of the draft EIR and of the public hearing shall be given by publication at least one time in a newspaper of general circulation in the area affected by the proposed project. The notice shall also be posted in the office of the county clerk the county in which the project is located and shall remain posted for a period of 30 days.

10.12 Preparation of Final EIR. Following the public review period and the public hearing, and before approval of the project, the Board shall direct preparation of a final EIR, which shall include matters described in Section 15132 of the CEQA Guidelines. The Board may, but shall not be required to, provide an opportunity for review by the public of the final EIR before approving the project. At least ten (10) days before certification of the final EIR, Staff shall provide to each public agency which commented on the draft EIR during the comment period a written proposed response on the comments made by that agency.

10.13 Certification of Final EIR. Following preparation of the proposed final EIR, it shall be presented to the Board at a regular or special meeting. If the Board finds the final EIR to be in order, it shall certify that:

- (a) The final EIR has been completed in compliance with CEQA; and
- (b) The final EIR was presented to the Board and the Board reviewed and considered the information contained in the final EIR prior to approving the project and that approval reflects the independent judgment of MPS.

10.14 Necessity for Findings. The Board shall not approve or carry out a project for which an EIR has been completed which identifies one or more significant environmental effects of the project unless the Board makes one or more written findings described in Section 15091 of the CEQA Guidelines, based on substantial evidence, for each of those significant effects, accompanied by a brief explanation of the rationale for each finding.

10.15 Approval of Project and Statement of Overriding Considerations. After considering the final EIR, and in conjunction with the making of the foregoing findings, the Board may decide whether or how to approve or carry out a project. If the Board determines to approve a project, despite remaining significant effects on the environment found to be unavoidable, it shall state in writing the specific reasons to support this action based upon the final EIR and/or other information in the record, as required by Sections 15092 and 15093 of the CEQA Guidelines.

10.16 Notice of Determination. Staff shall file a Notice of Determination, substantially in the form of Appendix D to the CEQA Guidelines, within 5 working days

following each project approval for which an EIR was considered, as provided in Section 15094 to the CEQA Guidelines. The Notice of Determination shall be accompanied by an environmental filing fee of set by the Department of Fish and Game for the cost of reviewing the project, as required by Fish and Game Code § 711.4. The fee is not required if the project is within the De Minimis Impact Exemption (Section 9.17).

10.17 Filing of EIR. Staff shall file copies of the final EIR as provided in Section 15095 of the CEQA Guidelines.

10.18 De Minimis Impact Fee Exemption. If Staff finds that the project as a whole to be de minimis in its effect on fish and wildlife, whether or not a negative declaration or EIR is prepared, Staff may claim a de minimis exemption by completing and filing a Certificate of Fee Exemption, substantially in the form described in Section 753.5 of Title 14, California Code of Regulations. In the Certificate, the Superintendent, or his or her designee, must certify that, after an initial study by MPS, there is no evidence that the project will have anything other than a de minimis effect on fish and wildlife resources. Two copies of the Certificate should accompany the Notice of Determination when filed with the county clerk. Although exempt projects incur no fees, payment of up to \$50 may be required for handling by the county.

SECTION 11. Responsible Agency Procedures.

11.1 Duties of Responsible Agency. When a project is to be carried out or approved by more than one public agency, all public agencies other than the Lead Agency which have discretionary approval authority over the project shall be identified as Responsibility Agencies. A Responsible Agency shall consider the environmental documents prepared or caused to be prepared by the Lead Agency and reach its own conclusion on whether and how to approve the project.

11.2 Consultation and Response. If MPS is a Responsible Agency, Staff shall respond to requests for consultation by the Lead Agency and shall designate employees or representatives to attend meetings requested by the Lead Agency to discuss the scope and content of a proposed EIR. Staff shall review and comment on draft EIR's and Negative Declarations for projects for which MPS would later be asked to approve. Staff shall specify to the Lead Agency the scope and content of the environmental information which is germane to the statutory responsibilities of MPS in connection with a proposed project. Prior to the close of the public review period for a draft EIR or Mitigated Negative Declaration, if Staff has identified one or more significant environmental impacts associated with the project under review by the Lead Agency, Staff may either: (1) submit to the Lead Agency performance objectives for mitigation measures which address any significant environmental effects identified by MPS; or (2) refer the Lead Agency to available guidelines or reference documents.

11.3 Board Consideration of EIR or Negative Declaration. Prior to reaching a decision on the project for which MPS is a Responsible Agency, the Board must consider the environmental effects of the project as shown in the EIR or Negative Declaration and, if necessary, adopt the alternatives, mitigation measures or findings referred to in Sections 15096(g) and (h) of the CEQA Guidelines. If the Board adopts mitigation measures, such mitigation measures shall be included as conditions of project approval. Those conditions of

approval may be set forth in documents properly incorporated by reference which address required mitigation measures.

11.4 Notice of Determination. Upon approval of the project by the Board for which MPS is a Responsible Agency, Staff shall file a Notice of Determination, substantially in the form of Appendix D to the CEQA Guidelines, as provided in Section 15096(i) of said guidelines.

SECTION 12. Exempt Projects.

12.1 Categorical Exemptions. Sections 15301 through 15333 of the CEQA Guidelines list classes of projects which have been determined not to have a significant effect on the environment and which, therefore, have been declared to be categorically exempt from the requirement for the preparation of environmental documents. The Categorical Exemptions exempt MPS from the preparation of environmental documents for the projects described therein, except as provided in Section 15300.2 of the CEQA Guidelines. Set out below are several Categorical Exemptions which may apply to MPS:

(a) The Class 1 (Section 15301) exempts the repair, maintenance, and minor additions to existing facilities of 10,000 square feet or less where public facilities are available and the area is not environmentally sensitive.

(b) The Class 2 (Section 15302) exempts the replacement or reconstruction of existing schools to provide earthquake resistant structures which do not increase capacity more than 50 percent.

(c) The Class 14 (Section 15314) exempts minor additions to schools within existing school grounds to increase capacity by 25 percent or ten (permanent or portable) classrooms, whichever is less.

(d) Class 22 (Section 15322) exempts the adoption, alteration or termination or educational or training programs which involve no physical alteration in the affected area or which involve physical changes only in the interior of existing school or training structures.

The decision as to whether or not other projects are categorically exempt, and thus outside the scope of CEQA, shall be made by MPS on a case-by-case basis.

12.2 Ministerial Projects. Ministerial projects, as defined in Section 15369 of the CEQA Guidelines, are projects involving governmental decisions with little or no personal judgment by the public official as to the wisdom or manner of carrying out the project, with the public official merely applying the law to the facts as presented, without using any special discretion or judgment in reaching the decision. A ministerial decision involves only the use of fixed standards or objective measurements, and the public official cannot use personal, subjective judgment in deciding whether or how the project is to be carried out. The decision as to whether or not a proposed MPS project is ministerial in nature, and thus outside the scope of CEQA, shall be made by MPS on a case-by-case basis pursuant to Section 15268 of the CEQA Guidelines.

12.3 Statutory Exemption for School Closings. The closing of an elementary school, or transfer of students to another school, is exempt if the only physical changes involved are otherwise categorically exempt. (Pub. Res. Code § 21080.18)

SECTION 13. Forms. The CEQA Guidelines have as appendices the following forms:

Appendix C: Notice of Completion and Environmental Document Transmittal.

Appendix D: Notice of Determination.

Appendix E: Notice of Exemption.

Appendix J: Notice of Preparation.

Appendix L: Notice of Completion of Draft EIR.

The Fish and Game CEQA Implementation Regulations, found at Section 750 *et seq.* of Title 14 of the California Code of Regulations, have the following forms:

Section 753.5: Environmental Filing Fee Cash Receipt

Certificate of Fee Exemption

To the extent practical, MPS shall use such forms in providing the notices required by these procedures. However, in lieu thereof, Staff may prepare other forms for use by MPS, provided they contain the information required by the CEQA Guidelines and these procedures.

SECTION 14. Time Limits. Insofar as practical, MPS shall comply with the time limits set forth in Article 8, commencing with Section 15100, of the CEQA Guidelines. However, if Board action is required, a special meeting of the Board shall not be required solely to meet the time limits set forth therein. Matters requiring Board action need only be considered at regular meetings of the Board scheduled after any period that may be required for public notice and review. A special meeting may be called if deemed appropriate.

SECTION 15. Statutes of Limitation. Inasmuch as these procedures are intended to implement CEQA and the CEQA Guidelines, court challenges alleging failure to comply with any of these procedures shall be subject to the same limitation periods applicable to proceedings under CEQA. Any court challenge involving these procedures which is determined not to be subject to the limitations period applicable to proceedings under CEQA shall be subject to provisions of Code of Civil Procedure Section 1094.6, which is hereby declared to be applicable under such circumstances.

SECTION 16. Health Impact Review for School Facilities. When the project involves the acquisition of a school site or the construction of a secondary or elementary school, MPS shall comply with the requirements of Sections 21151.2 and 21151.8 of CEQA and Section 15186 of the CEQA Guidelines pertaining to the identification and evaluation of potential health impacts from exposure to hazardous materials, hazardous waste and air emissions.